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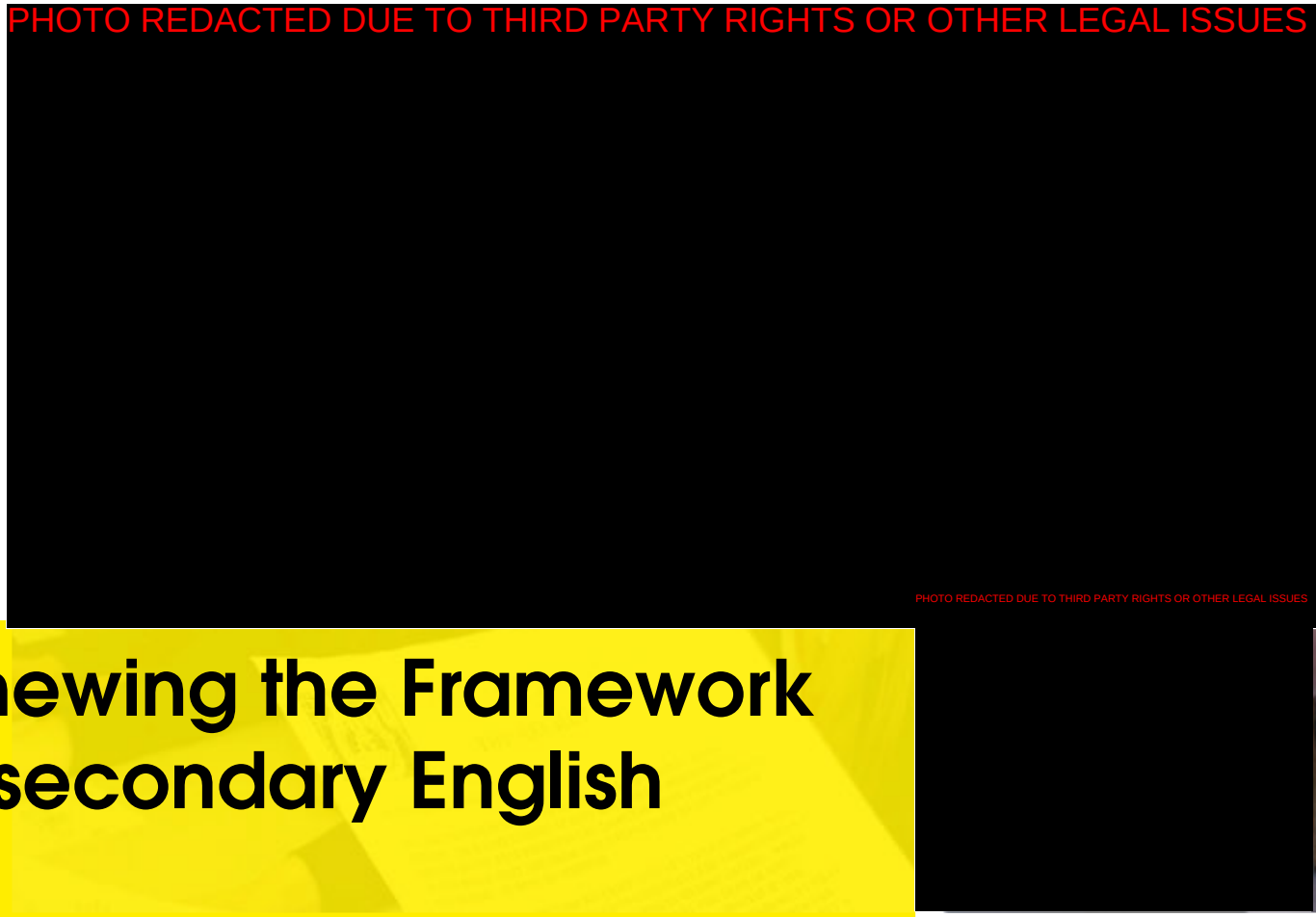

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Renewing the Framework for secondary English

Spring 2008 subject leader development meeting: Sessions 2, 3 and 4

department for
children, schools and families

National Curriculum

Renewing the Framework for secondary English

Spring 2008 subject leader development meeting: Sessions 2, 3 and 4

First published in 2008

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Renewing the Framework for secondary English

Spring 2008 subject leader development meeting: Notes for sessions 2, 3 and 4

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Session 2: English programmes of study Key Stages 3 and 4

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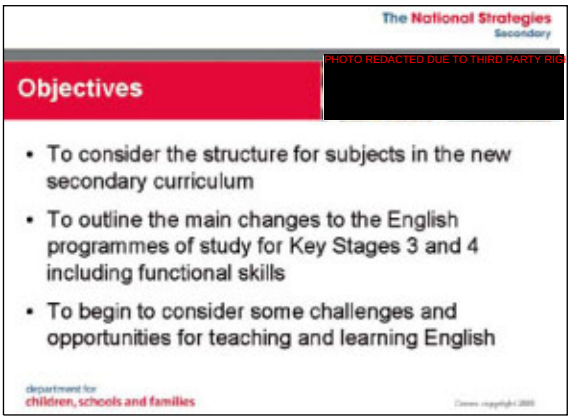

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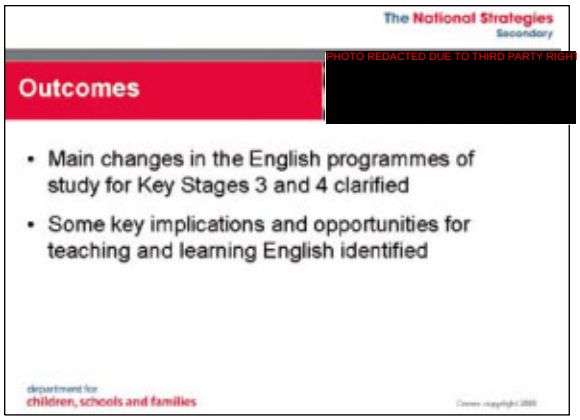

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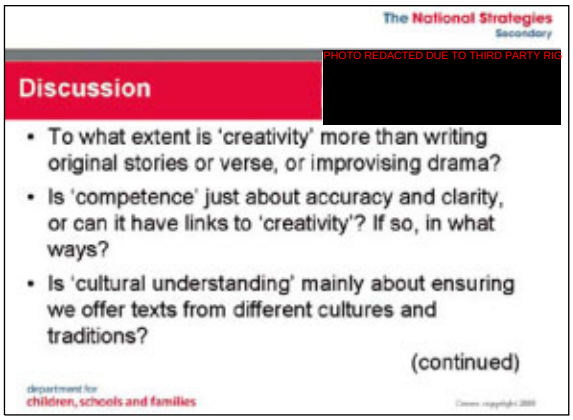

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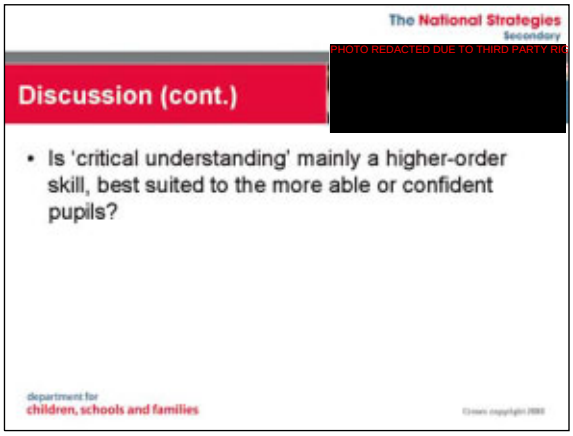

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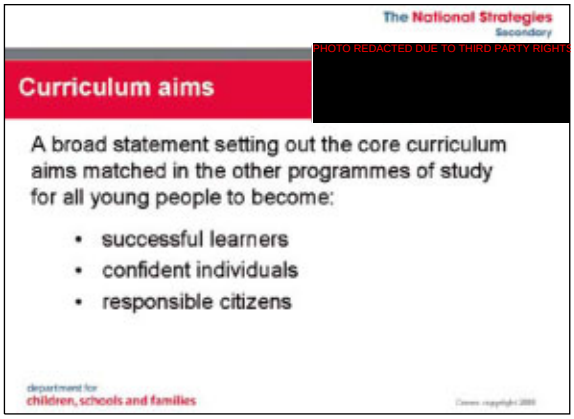

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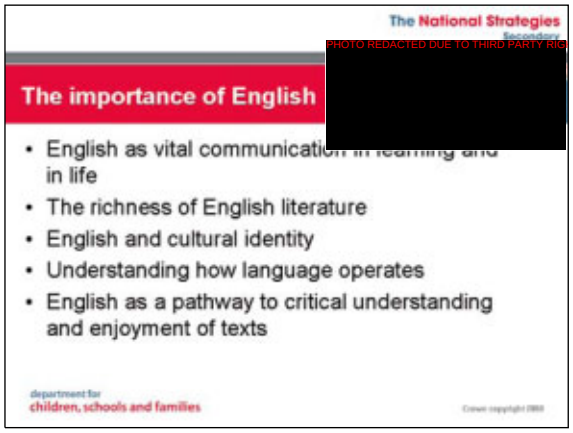

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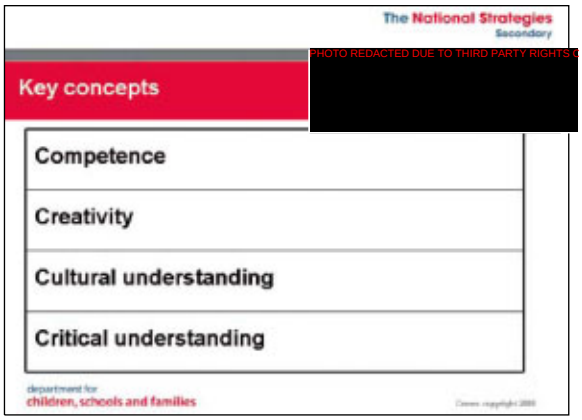

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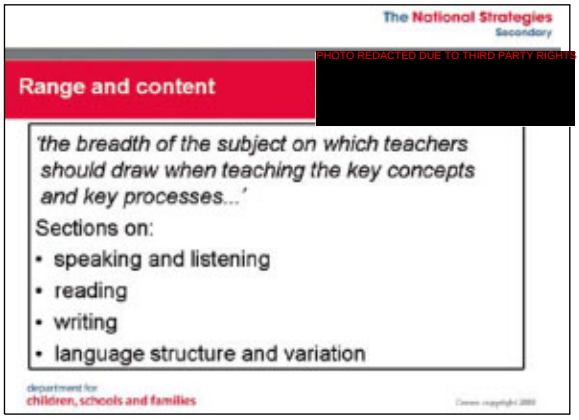

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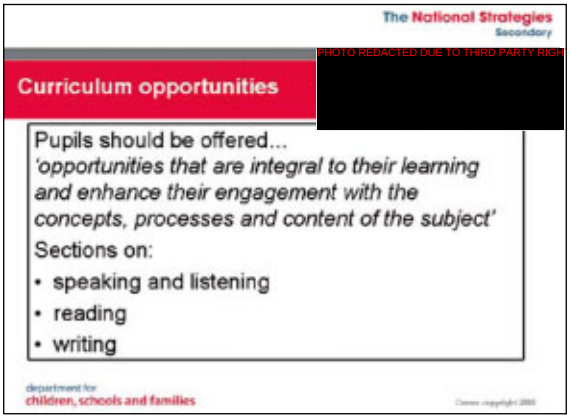

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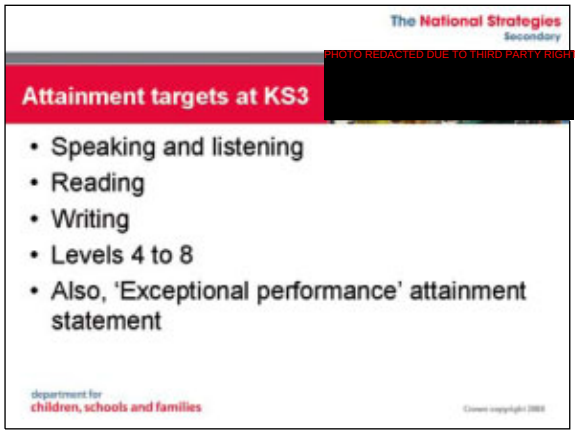

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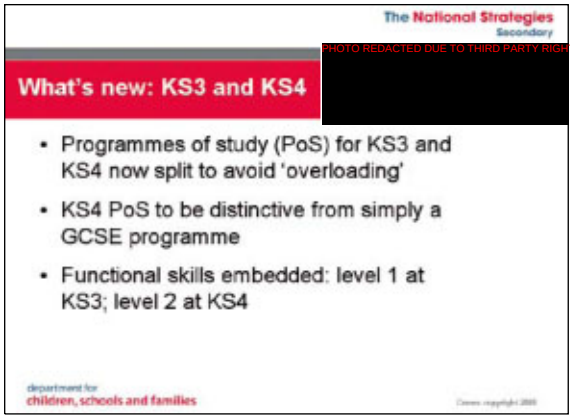

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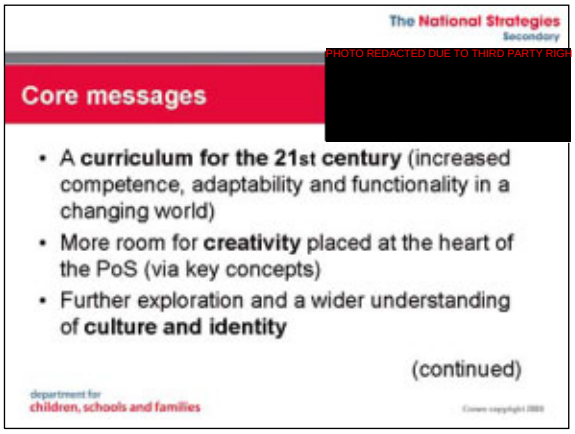

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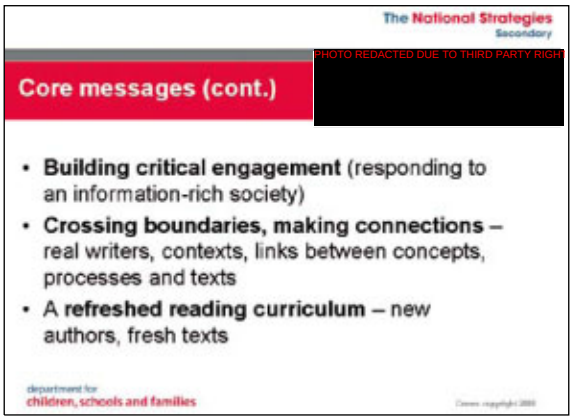

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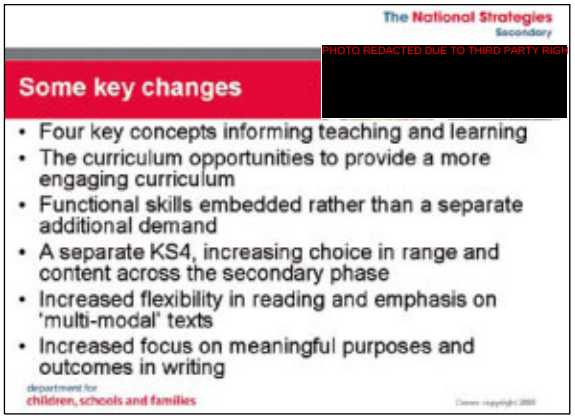

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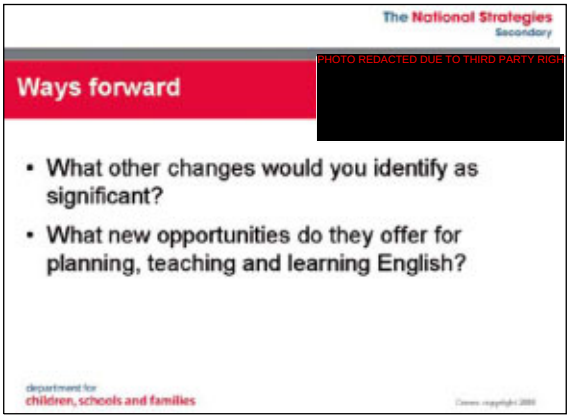

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Session 3: The Framework for secondary English – renewed not new

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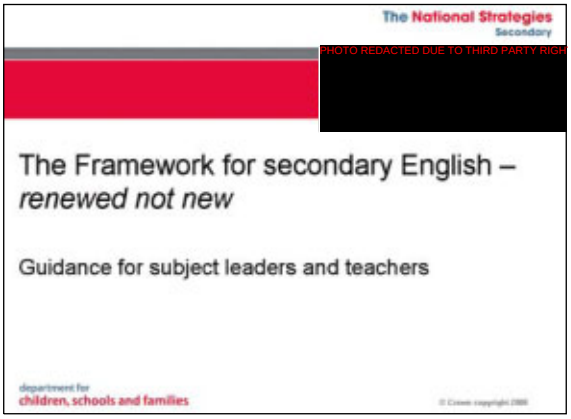

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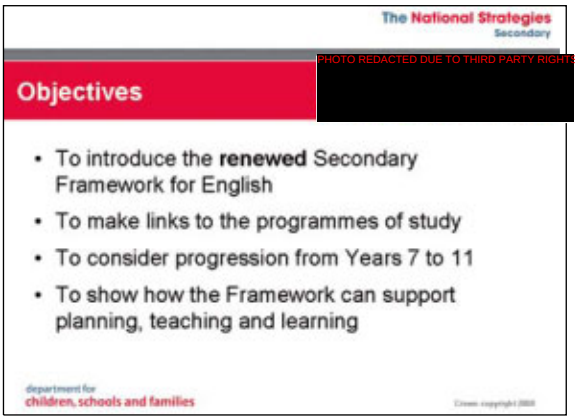

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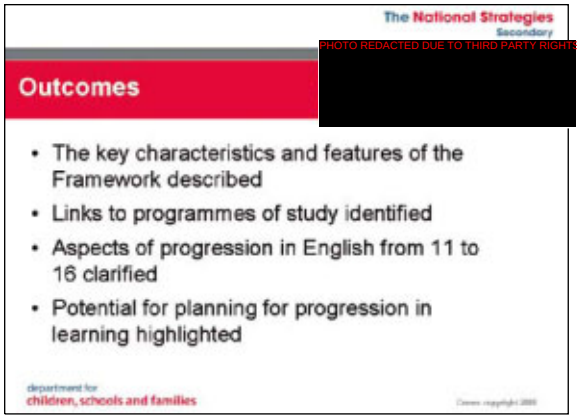

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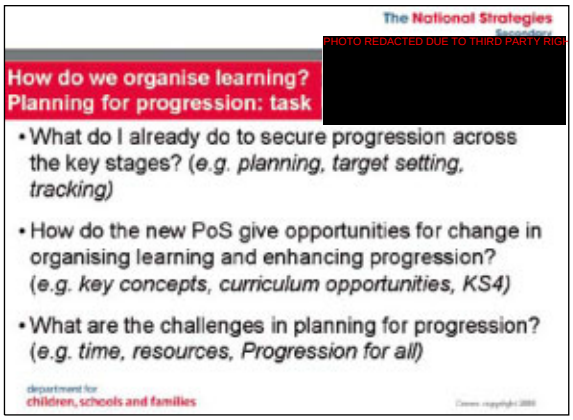

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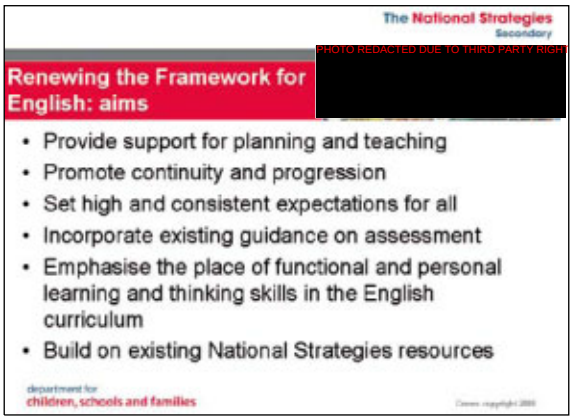

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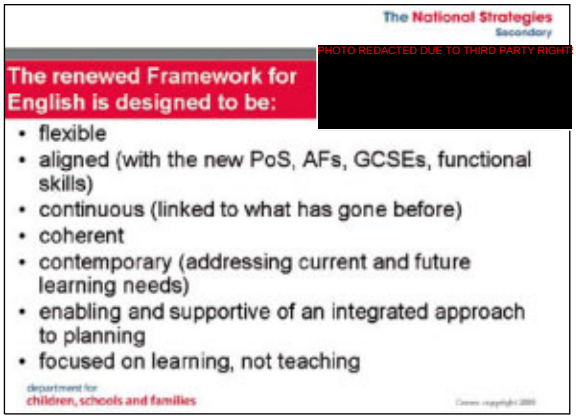

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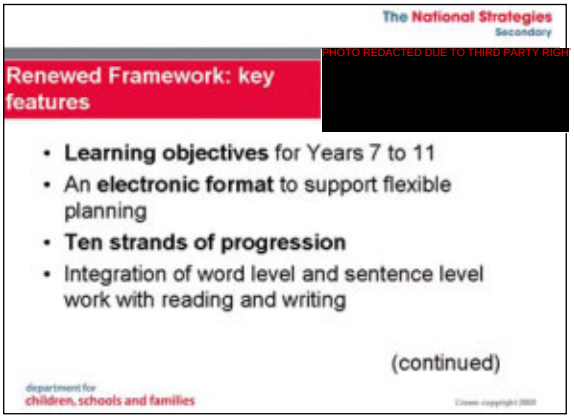

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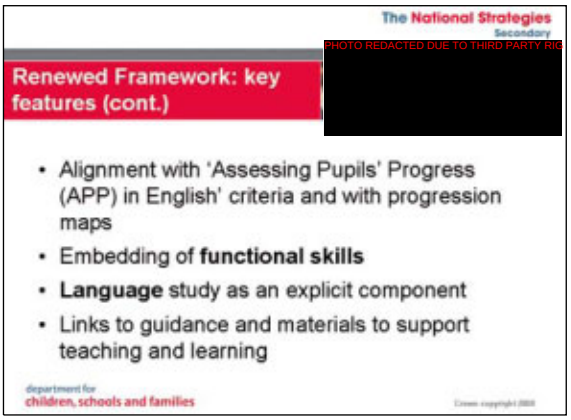

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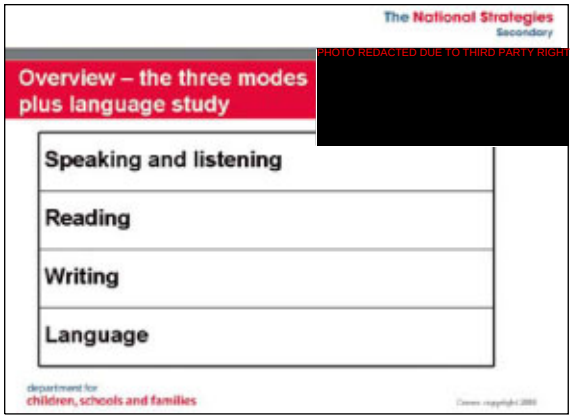

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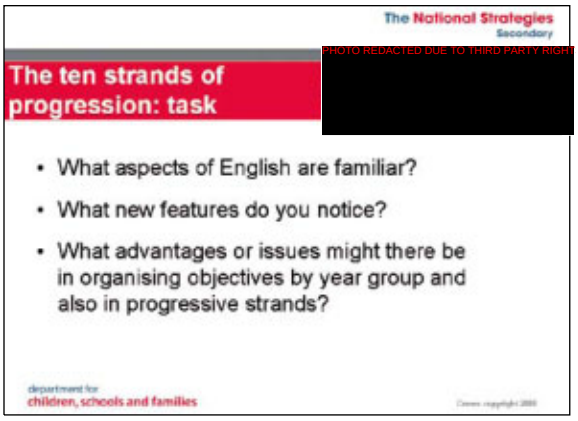

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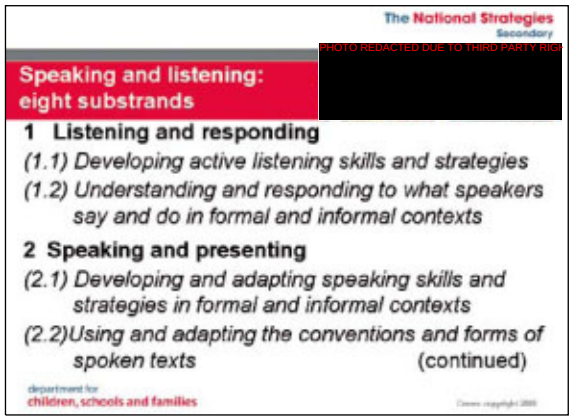

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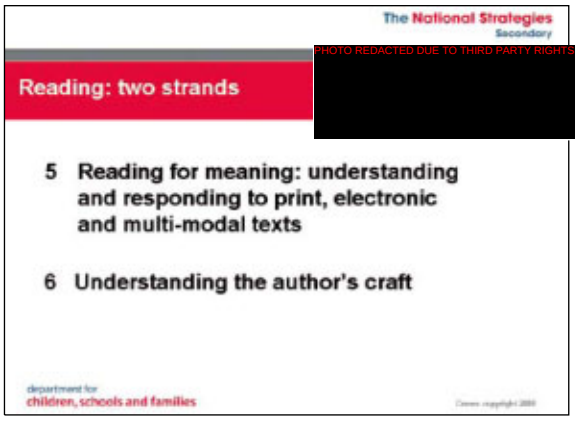

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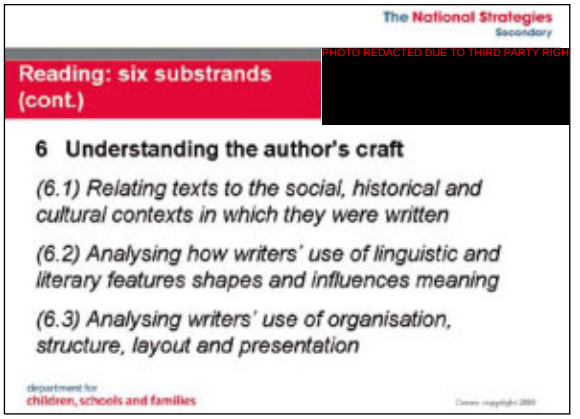

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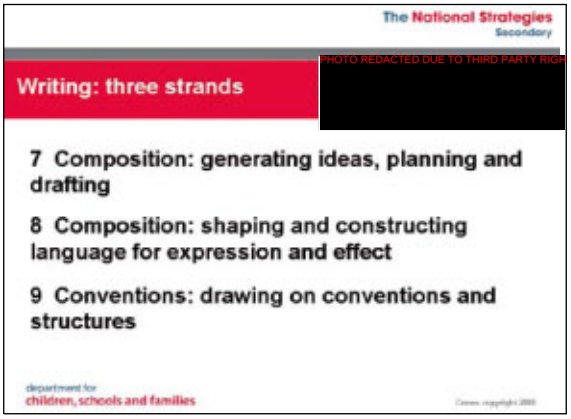

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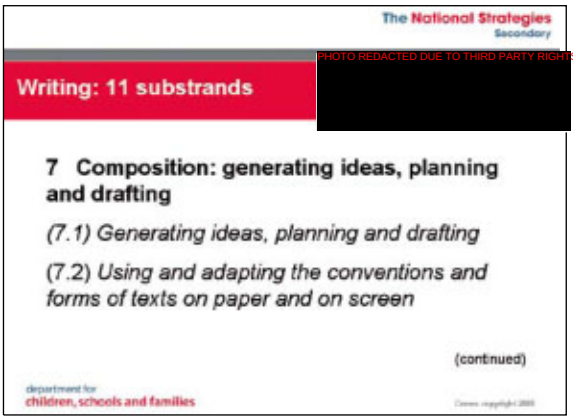

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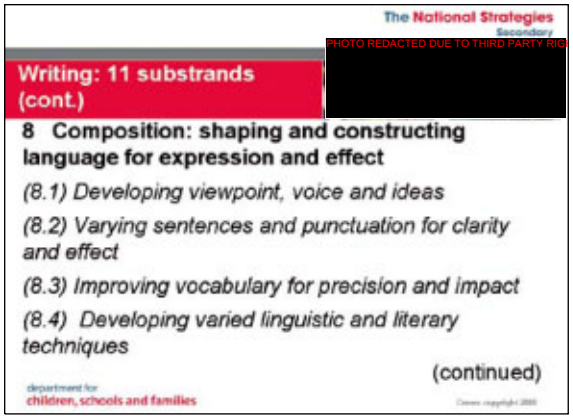

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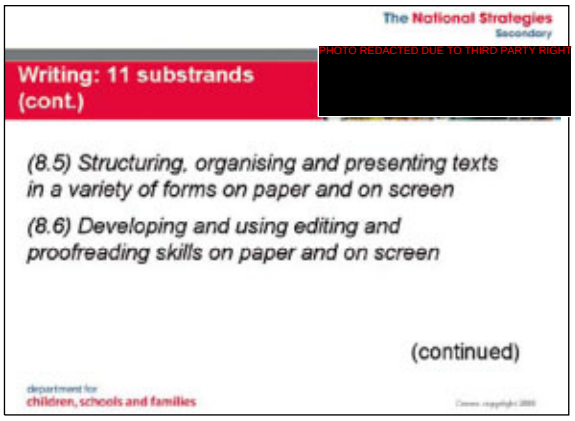

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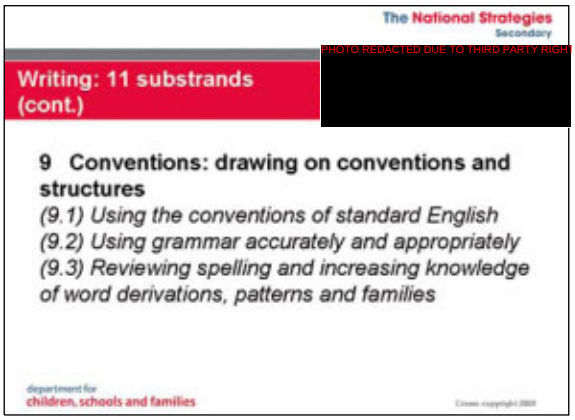

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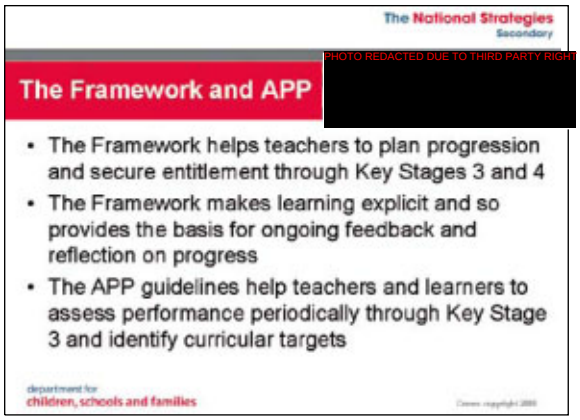

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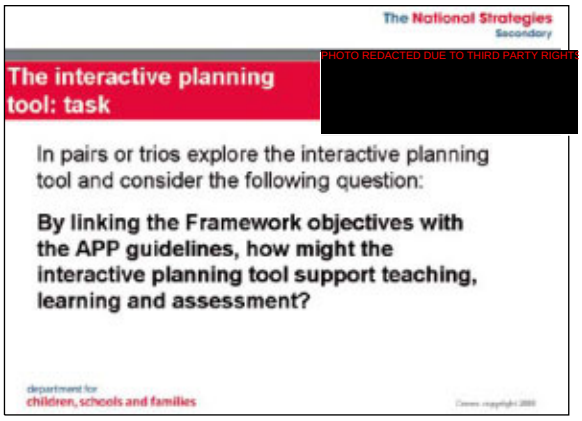

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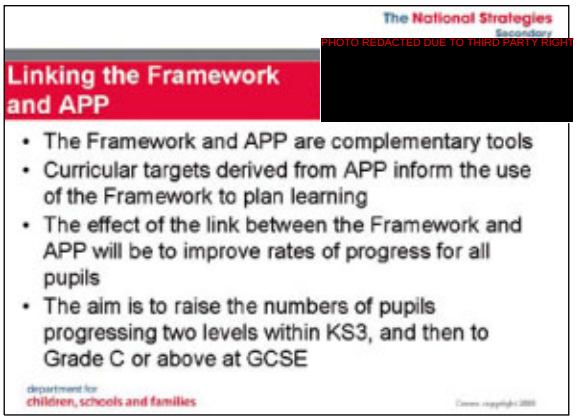

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Session 4: The Framework for secondary English – renewal and progression

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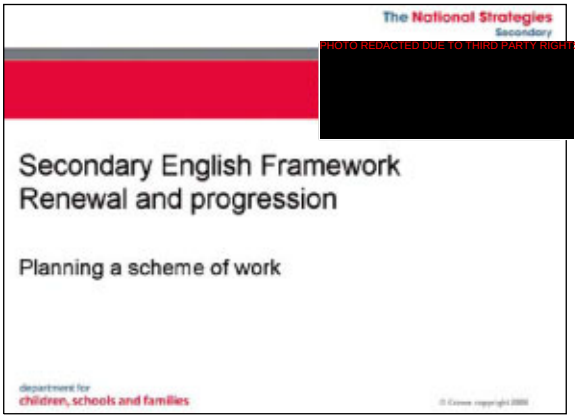

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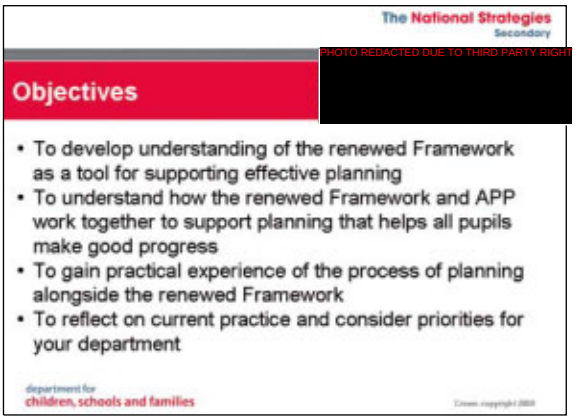

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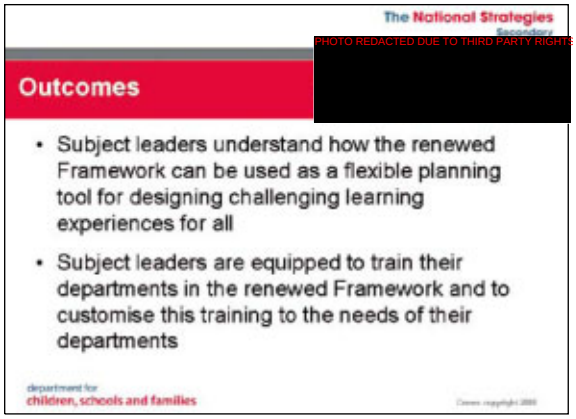

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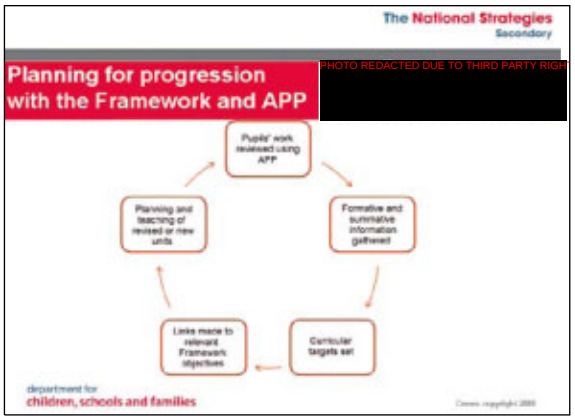

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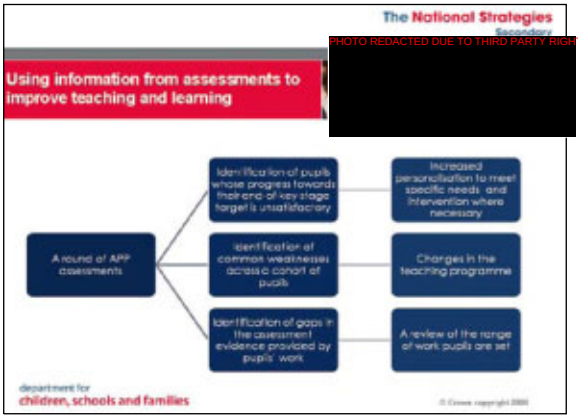

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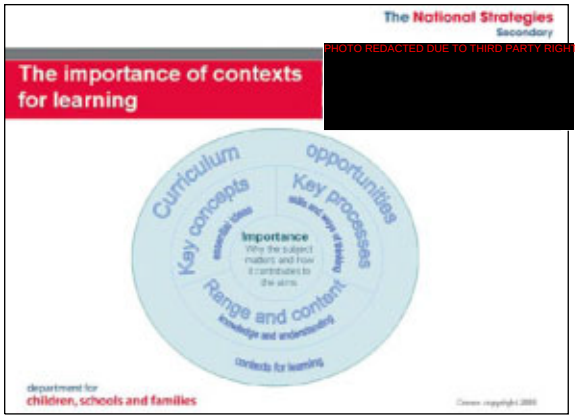

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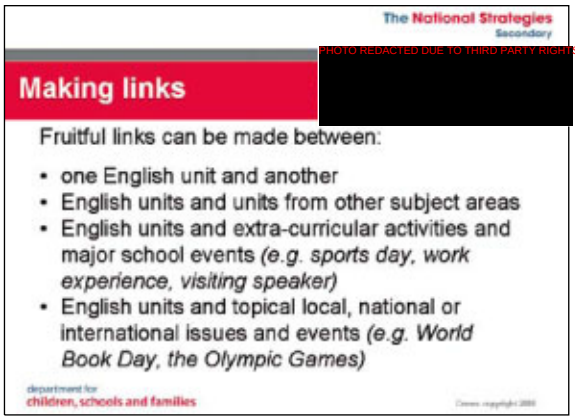

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Session 2: The new English programmes of study

50 minutes

Objectives

- To consider the structure for subjects in the new secondary curriculum
- To outline the main changes to the English programmes of study for Key Stages 3 and 4 including functional skills
- To begin to consider some challenges and opportunities for teaching and learning English

Outcomes

- Main changes in the English programmes of study for Key Stages 3 and 4 clarified
- Some key implications and opportunities for teaching and learning English identified

Resources

- PowerPoint presentation: **English programmes of study Key Stages 3 and 4: Information for subject leaders and English departments**
- Programmes of study for Key Stage 3 and Key Stage 4
- **Handout 2.1: Key concepts: What do these mean to you?**
- **Handout 2.2: Key concepts: key words from the programmes of study**
- **Handout 2.3: New opportunities in English/Crossing boundaries – making connections**
- **Handout 2.4: A time line for changes**

Outline of session

Section/task/activity	Activity type	Time needed
1. Introduction	Information	2 minutes
2. Exploring key concepts: activity	Discussion	15 minutes
3. Presentation: the Key Stage 3 PoS	Discussion	25 minutes
4. Plenary: Ways forward	Individual reflection, discussion and feedback	8 minutes
		Total: 50 minutes

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1 Introduction 2 minutes

Slide 2.1: title slide

Say that this session will consider some of the significant changes to the programmes of study for English and the opportunities for teaching and learning which they offer.

Slides 2.2 and 2.3: Objectives and Outcomes

Show **slides 2.2 and 2.3** to introduce the objectives and outcomes for the session. Emphasise that this is an initial discussion. It sets the context for a continued dialogue about the development of the curriculum and teaching and learning English.

2 Exploring key concepts: activity 15 minutes

Distribute **handout 2.1: Key concepts**: **what do these mean to you?**

Say that **one of the big changes** is the identification of key concepts as a key element of understanding and approaching each subject. There are four key concepts for English: competence, creativity, cultural understanding and critical understanding. The key concepts of creativity and cultural understanding also underpin many of the other subjects, so they are crucial to an understanding of English and also its place in the whole curriculum. But what do they mean?

On their own, participants should jot down under headings what these terms mean to them in relation to teaching and learning English (2 minutes). Then in pairs or trios they discuss their responses.

Slides 2.4 and 2.5: Discussion

Show the slides with the questions to help focus the thinking and discussion.

Key questions:

- Does 'creativity' only relate to written and/or fiction work?
- Is 'competence' something that can't be 'creative'?
- Is 'cultural understanding' only about ethnic writers; texts that are chosen?
- Is 'critical understanding' only a 'higher-order' skill, or something all pupils can learn?

Discuss within small groups and, if there is time, feed back into the whole group, focusing on any similarities and patterns of interpretation and any key differences or distinctions.

Key messages

All of these concepts are intertwined and inform the study of English. (For instance, **cultural understanding** is developed by engaging **critically** with texts.) They permeate the curriculum, but with different emphases at different times. This is why the concepts are positioned at the front of the new programmes of study – so that the things that follow (such as key processes) are seen *in their light*.

- Key concepts identify the larger patterns that characterise the distinctiveness of learning within and across subjects. Making them explicit helps to support independent learning. These key concepts are therefore not only important in English but in planning the whole curriculum.

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3 Presentation: the Key Stage 3 programmes of study 25 minutes

- Distribute copies of the new programmes of study.
- Allow time for subject leaders and/or teachers to read or reread (flick through – 5 minutes).

Return briefly to the key concepts, picking out a couple of examples of how they feature in the detail of the programmes of study. Focus on creativity. Pick out references such as Speaking and listening: pupils '4.1(a) experiment with a range of approaches, produce different outcomes and play with language' and Writing '4.3(c) play with language and explore different ways of discovering and shaping their own meanings'. Creativity is mentioned explicitly in these strands, but the major point is that creativity isn't just about writing poems, plays or stories, but about problem solving, making connections, playfulness and experimentation in learning and being open to different and multiple interpretations of texts. In this wider sense, virtually all of the key processes which the strands identify can be done creatively, (e.g. 2.2(d) 'select and compare information from different texts'. All of the strands need to be seen 'in the light' of the key concepts).

Now distribute **handout 2.2 Key concepts: key words from the programmes of study**, which highlights some of the emphases on key concepts from the programmes of study. Participants can analyse their own interpretations against some of these key words and phrases.

Slides 2.6 to 2.18: This part of the presentation provides a set of slides which can be adapted to suit local interests and needs. Slides and notes can be selected, rearranged or amended according to school and departmental priorities.

Slide 2.6: Curriculum aims

This slide gives a reminder of the shared curriculum aims of all subjects. All programmes of study begin with the aims of developing successful learners, confident individuals and responsible citizens and so provide a way of getting a common focus on good learning in school and beyond.

Slide 2.7: A new look at subjects

Show the diagram slide for subjects in the new secondary curriculum. Remind participants that this is the new structure for subjects. Since it is common to all subjects it presents more opportunities for making links between them and so helping to develop more coherent experiences of the curriculum and independent learning. The visual representation as a circle is significant in that these separate elements need to be seen as an integrated whole.

Slide 2.8: English programmes of study – structure

This is an alternative summary of the new structure of subjects as elements in a list. All subjects are divided into:

- an importance statement
- key concepts
- key processes
- range and content
- curriculum opportunities.

Say we are now going to consider how these elements work together and some specific changes to the English curriculum, highlighting some opportunities and implications for development.

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Slide 2.9: The importance of English

At the centre of the subject is the **importance statement for English**. This will be recognisable, but it has been foregrounded to highlight its significance and increase its weight and influence.

The 'Importance of English' statement helps to specify why English is important for young people and what they will get out of studying it. It also implicitly shows how English contributes to achieving the overall aims of the curriculum because it contains common messages that resound elsewhere in the curriculum; for example, mathematics (in its importance statement) mentions that it is a 'creative discipline' and 'transcends cultural boundaries'. Science talks about its 'cultural significance' and encouraging of 'creative thought'. It is important to draw out the idea that there are common desirable goals that transcend subject boundaries even if the particular ways these are enacted and mediated are different in content and processes.

Slide 2.10: Key concepts

Here are the key concepts in the context of the subject structure. It is important to note, again, that they appear in many of the other programmes of study (e.g. 'creativity' and 'cultural understanding').

Slide 2.11: Key processes

The key processes are the essential skills and processes in English that pupils need to learn to make progress.

An example of the extent to which the new programmes of study have been streamlined is in Reading. In the current programme of study, there are separate sections such as Understanding texts, Understanding the author's craft, English literary heritage, Texts from different cultures and traditions, Printed and ICT-based information texts, Media and moving image texts and so on. These have been brought together under the two core headings of Reading for meaning and The author's craft. Similar clarification has occurred in Speaking and listening and Writing, providing increased flexibility for planning and teaching through simplification and reorganisation.

Slide 2.12: Range and content

The important points to draw out are that in Reading there has been a deliberate attempt to move away from 'you must study X text, or X number of texts of this type', to producing criteria for texts that justify their selection for teaching. With literary heritage authors the programme of study wording gives a context for study, namely their 'importance over time'. There are opportunities for 'localisation' in selecting appropriate texts. This does not mean a narrow diet of 'relevant' texts, but of using different texts of appropriate quality to engage and interest pupils, address their needs and broaden their experiences and cultural understanding. There is also a clear emphasis on 'multi-modal' texts, which runs though processes as well as range and content of the programmes of study.

The range of writing has been reformulated to provide greater flexibility in teaching and learning. The writing triplets (imagine, explore, entertain, etc.) have been refocused to allow for greater emphasis on audience, purpose and meaningful outcomes rather than a rigid adherence to models to be copied. The emphasis is on learners developing a repertoire of techniques and skills to draw on and apply across different writing tasks.

The inclusion of the Language section allows for focus on English significance as a global language, and also for the impact of new technology, as well as increased focus on knowledge and conventions with regard to grammar.

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Slide 2.13: Curriculum opportunities

Following our identification of **a big change** with key concepts, **a second major change** for English is the Curriculum opportunities section.

A key drive for the new curriculum is the development of **compelling learning experiences** for pupils. The Curriculum opportunities section is about the provision of experiences in purposeful and meaningful contexts which animate teaching and learning for pupils and so increase their motivation, engagement and participation.

This section is about looking beyond the classroom as well as offering a range of opportunities within it. There is a particular emphasis on 'providing real audiences and contexts for writing and speaking beyond the classroom by making links with the local or global community'. It is important to note the references to 'watching live performances' and other 'contexts beyond the classroom', invitations to 'interact with real writers' and move 'beyond their current situation' as well as to discussing reading interests and preferences, and sustaining individual reading for pleasure.

The curriculum opportunities section also includes working with other subjects and so complements the key concepts in the drive for making links in learning through the curriculum.

Slide 2.14: Attainment targets at Key Stage 3

Some modifications in attainment target language have been made to bring them more in line with the programmes of study, and in particular to take account of the key concepts. The main difference here is a strand within the level descriptions which makes explicit reference to cultural understanding (e.g. Reading level 6 'making connections between texts from different times and cultures and their own experiences').

Slide 2.15: What's new: Key Stages 3 and 4

Having a separate Key Stage 4 correspondingly increases flexibility in choice and range of provision across both key stages by removing the need to specify numbers of texts. The Key Stage 4 curriculum should have its own distinctiveness that is not entirely driven by the needs of GCSE. Key Stage 4 is as much about entitlement as Key Stage 3. So, for example, pupils who may not be entered for English literature should still have compelling learning experiences in English involving live performances, drama activities and visiting writers. The programmes of study are about the drive to raise standards through the breadth and richness of the experience of studying English, not apart from it.

Functional skills statements do not appear as separate wordings within the programmes of study, nor in the renewed Framework, but they have informed the way the programmes of study are devised and worded. Level 1 is embedded at Key Stage 3 and level 2 at Key Stage 4. Note again that for functional skills there are references to unfamiliar contexts and situations, using language for real purposes and audiences and adapting or applying what has been learned through transferable skills to support independence. (The focus is functional skills to support and enhance learning, not functional 'skilling' in teaching.)

Slides 2.16 and 2.17: Core messages

This key slide is based on the 'New Opportunities' screen of the new National Curriculum for English website. A printout is provided (**handout 2.3**) for presenters and/or participants, focusing on what is distinctive in the new programmes.

It is clear that the core messages are clearly linked to the four key concepts ('creativity', 'cultural understanding' and 'critical understanding' being readily identifiable) with 'competence' relating to 'the curriculum for the 21st century' and also 'crossing boundaries'.

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Slide 2.18: Some key changes

This slide summarises some of the key substantive changes highlighted in the session. A common factor is that they place within English departments an increased degree of control and discretion regarding the shaping of the curriculum under the broad umbrella of the programmes of study and the key concepts in particular.

4 Plenary: Ways forward 8 minutes

Slide 2.19: Ways forward

The session concludes with a chance to share views on the new programmes of study and the key changes. Messages that come from participants can be focused with two questions.

- What other changes would you identify as significant?
- What new opportunities do the changes offer for planning, teaching and learning English? Choose one or two examples to discuss.

Slide 2.20: Disciplined innovation

Refer to **handout 2.4.** Say that this gives a broad time line for implementation of the new curriculum. Implementation begins for Year 7 in September 2008, though departments may wish to consider some changes for Year 8 also, in view of the new GCSEs and functional skills which are offered in 2010. Within what is a gradual process, conclude with the message that departments control the extent of developments in the context of the learning needs of their pupils. Any change is about 'disciplined innovation' driven by the three questions introduced at the beginning of the day:

- What are we trying to achieve?
- How do we organise learning?
- How well are we achieving our aims?

This session has broadly considered the first question, by exploring the aims and direction of the new programmes of study. In summary, the changes provide curricular flexibility and choice within a statutory framework of entitlement in order to increase engagement, motivation and progress and so improve standards and participation for all. This new and flexible curriculum is reflected in a renewed Framework for English. Say we will now move to the second question by examining the role of the renewed Framework in helping to organise learning, which is the focus for the next session.

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Session 3: The renewed Framework for secondary English

90 minutes

Objectives

- To introduce the renewed secondary Framework for English
- To make links with the programmes of study
- To consider progression from Years 7 to 11
- To show how the Framework can support planning, teaching and learning

Outcomes

- Familiarity with the rationale for the Framework
- Aspects of progression in English from 11 to 16 clarified
- The key characteristics and features of the Framework described and its potential to support planning for progression highlighted

Resources

- PowerPoint presentation: **The Framework for secondary English – renewed not new: Guidance for subject leaders and teachers**
- **Handout 3.1: Planning for progression**
- **Handout 3.2: The secondary Framework for English: overview of strands**
- **Handout 3.3: Substrands for 'washing line' activity**
- **Handout 3.4: Progression, learning and assessment**
- **Handout 3.5: APP and Framework overview grid**
- **Handout 3.6: Supporting departments in planning for progression**
- Hard copies of Framework progression grids for each participant

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Outline of session

Section/task/activity	Activity type	Time needed
1. Introduction	Information	2 minutes
2. How do we organise learning?	Discussion and feedback	15 minutes
3. Introducing the renewed Framework	Individual reflection, discussion and feedback	20 minutes
4. Exploring progression	Individual reflection, discussion and feedback	20 minutes
5. The Framework and AAP	Information	25 minutes
6. Plenary		8 minutes
		Total: 90 minutes

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1 Introduction 2 minutes

Key messages

- The **renewed** Framework is an **opportunity** for: consolidating and extending good practice, informing professional thinking and dialogue, reflecting on and enhancing pupil and professional learning and so raising standards.
- It **addresses the programmes of study** by embedding the **key concepts and processes.**
- It is designed to be **flexible** to allow teachers to **adapt** it to their own priorities in teaching and learning.
- The emphasis in using the Framework is not on **coverage**, but on **progression** through selecting, combining and highlighting objectives based on the learning needs of pupils.
- It is a **manageable undertaking**, which will have positive outcomes for pupils, teachers, subject and senior leaders and the school as a whole.
- Using the new Framework is **not about assimilating it into what has always been done, but neither is it about a complete revision** of learning and teaching: it is ***RENEWED* not *NEW***.

Slide 3.1: title slide

The key message is in the title slide: the Framework is about 'renewal' not starting from scratch. It means 'progression' in learning, and also 'progressing' English in the sense of taking learning experiences and teaching practices forward to address current and future learning needs and priorities.

Slides 3.2 and 3.3: Objectives and outcomes

Show **slides 3.2 and 3.3** to introduce the objectives and outcomes for the session.

2 How do we organise learning? 15 minutes

Distribute **handout 3.1: Planning for progression.**

Ask participants to fill in the first three rows. (Leave the bottom one *How will the renewed Framework provide support in planning for progression?* blank until later in the session.)

Ask participants to work individually to make notes under the headings.

Slide 3.4: How do we organise learning?

If required, display the questions in order to focus work on the handout and subsequent discussion.

- Discuss the questions and responses in small groups and, if there is time, feed back to the whole group.

Some points to draw out in the feedback could include the following challenges and opportunities (not included as a slide, but available for fielding responses as needed).

- The new programmes of study support departments in integrating aspects of the English curriculum through the key concepts and processes. They stress the provision of compelling learning experiences to increase engagement and motivation and enhance progress.
- Distinctive priorities for progression derived from the key concepts are highlighted in the new programmes of study and embedded in the renewed Framework, including 'cultural understanding'.

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- The Curriculum opportunities section stresses the need to provide compelling learning experiences to increase engagement and motivation.
- Subject leaders and departments will already be collaborating to some extent in order to aid planning for progression; these existing models can be built upon. Change is about renewal and refreshing, not a 'year zero' approach.
- The issues for each department and school will be different, but common goals and challenges will be raising standards and closing attainment gaps, with minimum expectations for all (of level 4 in Year 7 to grade B in Year 11) and being able to track pupil progress effectively.
- As well as the teacher, pupils should develop an understanding of their progress in learning and as learners. For instance, they should gain a strong enough sense of the key concepts over time to be able to use them to reflect on their own progress in English.
- The renewed secondary Framework for English will help teachers to meet all of these challenges and opportunities for change.

3 Introducing the renewed Framework 20 minutes

The PowerPoint presentation provides a set of slides which can be adapted to suit local interests and needs. Slides and notes can be selected, rearranged or amended according to school and **departmental priorities**.

Slide 3.5: Renewing the Framework for English: aims

The aims of the renewed Framework are to:

- provide guidance on planning and teaching to ensure effective progression to support schools in raising standards and closing attainment gaps, the latter being a key challenge for the next phase of educational reform
- promote continuity and progression from Key Stage 2 through to the end of Key Stage 4 in line with the new programmes of study
- set high and consistent expectations for achievement and provide a basis for target setting
- incorporate existing guidance on day-to-day and periodic assessment and give a sharper focus to effective tracking of pupils' progress
- emphasise the place of functional, and personal, learning and thinking skills development in the English curriculum
- support planning using a flexible electronic format
- build on existing National Strategies resources and further develop guidance, especially on the new areas of the curriculum.

Slide 3.6: The design of the renewed Framework

This slide highlights the 'underpinning principles' informing the renewal of the Framework and its design and structure.

- It is flexible in its form (an online tool).
- It is aligned. The renewal addresses the programmes of study in content and emphasis and broadly matches the Primary Literacy Framework in structure, with strands of progression.
- It is continuous (linked to what has gone before). The renewed Framework sits within a broader picture of system and curriculum change (such as 14–19 developments) and builds on what has gone before (the previous Framework).

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- It is coherent. The objectives are progressive within strands and link across strands. The strands provide a structure that allows greater facility in linking objectives horizontally across different aspects of English and vertically in specific skills over time.
- It is contemporary (up to date in terms of addressing learning needs and experience).
- Enabling and supportive of an integrated approach to planning. The new programmes of study bring a focus on linking ideas, experiences and processes in studying English. The previous Framework, while powerfully making learning explicit, led in some situations to an atomised rather than an integrated approach to planning and teaching.

Slides 3.7 and 3.8: Renewed Framework – key features

These aims and principles result in the following key features of the renewed Framework listed on the next two slides:

- **learning objectives** for Years 7 to 11

The learning objectives have been extended to cover Years 10 and 11.

- an **electronic format** to support flexible planning

The electronic format allows for increased facility in selecting, reorganising and combining objectives.

- **ten strands of progression** for tailored teaching and learning

The three language modes are divided into nine strands of progression plus an additional strand for language study. The ten strands are continuous from Years 7 to 11.

The strands are a significant development. They clarify progression in English across the secondary age range. They complement the organisation of objectives by Year, by allowing for the selection of objectives within a substrand across years where appropriate. This increased flexibility provides improved opportunities for teachers to use a common focus while tailoring teaching to the learning needs of all pupils.

- integration of word and sentence level work with reading and writing

The division of the Framework into ten strands of progression provides broad continuity with the 12 strands in the Primary Literacy Framework (e.g. the four secondary strands for Speaking and listening correspond to 'Listening and responding', 'Speaking', 'Group discussion', 'Drama' in the Primary Framework and so on). The strand focuses show some differences, however, reflecting the programmes of study. A key difference is that word and sentence level work, though building on pupils' progress in the primary phase, is not identified through distinct strands, but is embedded throughout the Framework to support an integrated approach to teaching and learning.

- alignment with the criteria for Assessing Pupils' Progress (APP) in English and with progression maps (Intervention)

The objectives are linked to the QCA APP criteria. This significant innovation has major implications for planning teaching and developing Assessment for Learning (AfL). It is considered in more detail later in the session.

- embedding of **functional skills**

Functional skills are embedded in the programmes of study with level 1 at Key Stage 3 and level 2 at Key Stage 4. The Framework therefore incorporates functional skills in its content and structure.

- **language** study as an explicit component

The new Language section reflects its discrete position in the new programmes of study.

- **links to guidance** and support

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Point out that there is existing online guidance available about the Framework including aspects such as inclusion, intervention and assessment. Say that online access to a wide range of National Strategy resources, materials and exemplification to support planning, teaching and learning will be extended during summer and autumn 2008.

Slide 3.9: Overview – the three modes plus language study

This slide lists the four main sections of the Framework, the three language modes plus language study. This new Language section highlights the study of the importance of English, and its changes and variations, as an explicit though interrelated aspect of the English curriculum.

Say that these four sections are divided into ten strands of progression.

Distribute **handout 3.2**, which gives an overview of The Ten strands of progression. Ask delegates to take 2 or 3 minutes to look over the list and discuss their initial impressions of the structure before proceeding to consider them in more detail in the presentation. You could focus the discussion with the following questions.

Slide 3.10: The ten strands of progression: task

- Which aspects of English are familiar?
- What new features do you notice?
- What advantages or issues might there be in organising objectives in progressive strands?

Take feedback and use **slides 3.11 and 3.12** to field responses.

The most important feature to stress is that the Framework has a two-dimensional structure: objectives are arranged vertically by year group, and horizontally in continuous strands.

- Vertically (by year) the objectives show entitlement in the new programmes of study.
- They set minimum expectations for learning for the majority of pupils in that year. Thus, the minimum expectation is level 4 by the end of Year 7, level 5 for Year 8, level 6 for Year 9, and so on, but the objectives are flexible enough to produce outcomes across a range of levels. So the interactive planning tool will enable teachers to scroll up and down the levels as appropriate according to the attainment and progress of the pupils involved.
- Horizontally, the strands show progression in key processes and skills across the secondary age range.
- Consequently, although the objectives are age-related, the strands allow teachers to move between the yearly objectives according to learners' attainment and progress. This structure gives more flexibility in pitching objectives according to where different learners are and where they need to be, **within a common focus for learning**.
- The strands are interrelated and mutually reinforcing. They work together in an integrated approach, which strengthens progress.

Slides 3.13–3.24

These slides describe the content and rationale for the strands and substrands in the Framework. Presenters may wish to move through these slides briskly picking out the key messages and then leaving time for small-group discussion. Some points to highlight are indicated at various stages of the session from now on.

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Slide 3.13: Speaking and listening: four strands

This slide shows the four Speaking and listening strands. Listening and responding is first in the list to signify its importance within English and through the curriculum. These strands are broadly in line with those of the Primary Framework.

Slides 3.14 and 3.15: Speaking and listening: eight substrands

All strands are organised in further **substrands**, which are a key level of detail for medium-term planning. The substrands are interrelated and provide a structure for planning in an integrated and progressive way. Teachers can select from the substrands where they wish to make links within and across the language modes. For instance within this strand, 1.1 can be readily linked to 2.1 and 3.1 being about complementary skills and strategies. Across language modes one could look at a parallel substrand for 2.2 in Writing – 7.2 'Using and adapting the conventions and forms of texts on paper and on screen'. This **interweaving of strands as a principle and method** readily creates opportunities to place substrands alongside each other where teachers wish or need to make interesting links.

Point to highlight: Strands and substrands do not work in isolation; the lines of progression and content can be interwoven to create powerful learning.

The drama substrands represent the two key ways in which the programmes of study describe what drama can offer in its particular pedagogy and in its contribution to the wider curriculum. Drama is described (i) as a 'means' or tool for learning to explore ideas, situations, issues and texts and (ii) in its own right and for its own sake as a playful, rich, engaging and enjoyable discipline, with its own techniques, approaches and discourse.

Slide 3.16: Reading: two strands

The key point to make here is that Reading is divided in strands that reflect, almost exactly, the way Reading is presented in the programmes of study, separating the skills of reading (such as skimming, scanning, researching, etc.) from the interpretation and understanding of the skills, techniques and devices writers use. The two are interlinked, the first being needed in order to achieve the second, but the strands distinguish important differences which it is useful to focus on in teaching and learning English.

There are clear and high-level references in the overview statement for the strand and in the naming of the substrand to electronic and multi-modal texts, reflecting the new programmes of study and opening up exciting possibilities for work with texts.

Slides 3.17 and 3.18: Reading: six substrands

Draw attention to 6.1 here. The greater attention to this substrand draws on references in both 'key processes' and 'range and content' in the programmes of study, but it's important that it is not seen in isolation. Again, the advantage of the planning tool will be that a substrand such as this can be placed alongside 10.1 (Language) – *Exploring language variation and development according to time, place, culture, society and technology.*

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Slide 3.19: Writing: three strands

The division of Writing into three strands enables teachers to consider the generating and planning of texts as a separate, important strand in its own right. This links to the section on 'planning and drafting' in the Writing section of the previous Framework. However, there are some key differences that can be seen in the detail on subsequent slides. Strand 8 synthesises in its substrands the vast majority of the skills and strategies associated with writing texts, while strand 9 leaves room for attention to spelling and associated conventions.

References to 'on paper and on screen' are made in the overview statement for the strand and in the naming of relevant substrands reflecting the new programmes of study and supporting a wide range of possibilities in writing.

Slide 3.20: Writing: 11 substrands

An editing/proofreading substrand has been located separately to emphasise the ongoing nature of the process of evaluation and improvement. The phrase 'on paper and on screen' indicates that the objectives relate to the full range of possibilities in writing, including editing and proofreading through the use of ICT.

The substrand *Using and adapting the conventions and forms of texts on paper and on screen* (7.2), reflecting the programmes of study, signals the move away from the rigid adoption of a set of fixed features and devices linked to text types (a list of key features of argument texts, for example), to open up the possibilities for writing focused on audience, purpose and effect. (An 'argument', for example, can also inform, explain, entertain and persuade.) Thus, in planning their writing it is still necessary for pupils to recognise that a specific text they have read (such as a newspaper editorial) has a number of core features, but also to recognise in their own writing that they can not only adopt and adapt these, but also make a wide range of linguistic choices. The emphasis is on pupils drawing on their repertoire of skills and techniques to support the meanings and effects they wish to create and outcomes they wish to achieve.

Point to highlight: Pupils will need to learn to flex and shape their writing, not follow a rigid set of conventions uncritically or unimaginatively.

Slide 3.21: Writing 11 substrands (cont.)

It should be pointed out that the substrands here are largely drawn from the language of the programmes of study, but the core message, as elsewhere, is one of integration of skills, concepts and opportunities.

In particular, it is worth pointing out that the wording of Strand 8 – for 'expression and effect' is key. QCA, following the advice and feedback of teachers in the English 21 survey, have widened the notion of creativity, **and** simultaneously insisted on competence. These concepts, which can often be seen as opposed, are presented as **mutually enhancing and reinforcing** and are developed as such through the Framework. For instance, words such as 'clarity' and 'impact', with regard to sentences (substrand 8.2), stress the integration of competent, functional writing with creative experimentation using sentences for varied effects.

Another key concept can be seen in the first substrand about *'viewpoint, voice and ideas'* (8.1). Its importance is subtly suggested by placing it above the subsequent substrands and indicates how the development of an independent and critical voice (key concept: critical understanding) in fiction and non-fiction writing is a core goal.

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Point to highlight: The integration of the four key concepts from the programmes of study in planning and teaching is central in the message of the Framework. The concepts, as shown above, are embedded in the Framework, both at strand and substrand level.

Sometimes a strand has a direct relationship with key concepts, for example:

6.1 *relating texts to the social, historical and cultural concepts in which they were written* → *cultural understanding.*

Sometimes a strand more subtly addresses or integrates key concepts, for example:

substrand 8.2 on sentences → *competence, creativity.*

But, in most cases there are opportunities to shape the objectives or the planned units around several concepts. By linking strands or substrands, the key concepts can be combined in the planning.

Slides 3.22 and 3.23: Writing: 11 substrands (cont.)

In several strands or substrands, the renewed Framework mentions the words 'drawing on' or 'adapting...'. This is important because it indicates that the conventions of grammar, standard English and other linguistic knowledge and skills are not to be seen in isolation, but are conventions to 'draw upon' when writing for impact and effect – i.e. as part of strand 8.

Strand 9 is separate because had this been entirely subsumed under 8, it would not have adequately reflected the Technical accuracy section of the programmes of study, especially given the fact there is no longer separate word or sentence level work. By using the words 'drawing on', the renewed Framework implies that mere technical accuracy on its own, while important, is not sufficient.

Slide 3.24: Language – one strand; two substrands

Language study is the component in which some of the core new emphases of the programmes of study are be located; in particular, the importance of English globally, and the rapid developments in English as a result of technology. The development of a substrand about 'language with which to describe language' picks up on some of the useful objectives related to this in the previous Framework, but now widens the notion of such a language to include, as an ultimate goal for those for whom it is appropriate, the beginning of a language of critical and literary theory.

Having considered the structure of progression in the Framework say we will now consider the nature of progression in more depth.

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4 Exploring progression 20 minutes

A key aim of the renewed Framework is that it will help teachers plan for progression. Say we will explore progression through an activity.

Run the activity below as follows.

Stage	Resource and task
Distribute progression strips. As a first step in this process, distribute progression statements from substrands on strips of paper to pairs, individuals or groups as appropriate. **(Participants must not to look at Framework hard copy!)**	**Handout 3.3: Substrands for 'washing line activity'** (needs to be prepared in strips). Ask participants to place strips in order of progression, discussing and making judgements about what might be in Years 7 up to 11 and extension (where relevant) according to the progression they think is implied/explicit.
Feedback	Share/show lines when complete, and ask participants/groups to explain the rationale for their choices.
Check Framework hard copy. Distribute/look at the hard copy of the Framework	Participants check their choice of progression against the Framework. Any anomalies?
Highlighting 'progression words' **Asking questions within the groups**	Now ask groups to look across the lines of progression and indicate/highlight what the key 'progression' words are. *Q: How might the progression you have identified influence your planning of a unit of work in this area?*
Feedback – asking questions of the groups	*Q: What key words or phrases did you identify in each of the four substrands as markers of progression?* *Q: What are the effects of using this progression?*

Point to highlight: Point out that although the words/phrases may change, there is a significant journey even in quite disparate substrands from 'understanding', 'identification' and 'knowledge' towards 'evaluation', 'discrimination' and 'individual voice'. In at least two of the substrands (the more 'receptive' ones – Reading and Language) the notion of linking/comparing is present in the mid-levels (i.e. Year 10) in the phrases 'relate this to...' (Language) and 'compare and contrast' (Reading).

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Slides 3.25 and 3.26: The journey of progression

To support feedback from this activity show **slides 3.25 and 3.26**.

While the learning progression is not fixed to individual words/phrases, it could be said to follow the broad outline shown.

'The journey of progression' lists some of the key touchstone words or ideas from the lines of progression in the Framework. Inevitably, there are reasons for attending to these at different ages, which is why, on this slide, no years have been included. Say that the next section considers how the Framework can be used in practice to support progression, learning and assessment.

5. The Framework and APP 25 minutes

The interactive planning tool links the Framework progression grids to the APP guidelines.

Begin by distributing **handout 3.4**, which describes the relationship between the Framework and the APP guidelines. Give participants 2 minutes to consider the paper.

Slide 3.27: The Framework and APP

The slides summarise some key points from the paper.

- The Framework helps teachers to plan progression and secure entitlement through Key Stages 3 and 4.
- The Framework makes learning explicit and so provides the basis for ongoing feedback and reflection on progress.
- The APP guidelines help teachers and learners to assess performance periodically through Key Stage 3 and identify curricular targets.

Now distribute **handout 3.5: APP and Framework overview grid**. This demonstrates the sort of links participants will be able to view on the full planning tool when it is completed.

Allow time for participants to look at this, but in particular emphasise that:

- the suggested Framework strands/AF links do not imply that these are the only areas where the described assessment can take place
- not all Framework substrands or objectives have to be assessed
- the document is a draft. Participants will be able to view the full set of links and possibilities when the completed planning tool is uploaded in April.

Slide 3.28: The Framework and APP: task

Using **handout 3.5** (and the online planning tool if available), in pairs or trios consider the following question:

By linking the Framework objectives with the APP guidelines, how might the interactive planning tool support teaching, learning and assessment?

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Slide 3.29: Linking the Framework and APP

Show **slide 3.29** to take feedback from the task.

- By linking the Framework and APP, the planning tool supports planning for progression and assessment for and of learning, so helping to raise standards and increase independence in learning. The aim is to raise the number of pupils progressing two levels within Key Stage 3, and then to grade B at GCSE.
- Curricular targets derived from APP inform the use of the Framework to plan learning. The tool supports periodic assessment, which then enables teachers and subject leaders to identify key substrands or specific learning objectives within the Framework to shape planning and related future assessment.
- The flexibility comes from one of the key functionalities of the tool, which is to move/slide the objectives and APP statements up and down the lines of progression according to where pupils are and where they need to be.

On the planning tool (i.e the visible links between APP level statements and objectives) the default levels for Years 7, 8 and 9 are levels 4, 5 and 6 **but** the range is spread by showing the higher and lower levels on the same screen.

The link between yearly objectives and levels is **notional and not fixed**. The key point is the flexibility of the tool and the complementary relationship between APP and the Framework to aid planning, prioritisation and improvement of standards.

Now, individuals fill in the final row of **handout 3.1**: How will the renewed Framework provide support in planning for progression? (Slides 8, 11, 12, 25, 26, 27 and 29 and the related notes provide some key points to answer this question.)

Then distribute **handout 3.6: Supporting departments in planning for progression** as an aide-memoire and point of reference.

6 Plenary 8 minutes

Finish by asking participants to choose some key words or phrases which they feel identify the core messages in the session about the renewed Framework and take feedback. You could use **slide 3.30** in taking responses. Emphasise once again the manageability of the process and how the planning tool and lines of progression will aid planning for personalization.

Show **slide 3.31**. Reiterate the message that change is about 'disciplined innovation' driven by the three questions introduced at the beginning of the day:

- What are we trying to achieve?
- How do we organise learning?
- How well are we achieving our aims?

This session has broadly considered the second question, by examining the role of the renewed Framework in helping to organise learning. Say that we are now going to develop this question further while also moving on the aspects of the third question, by considering the implications for planning and how to decide the extent and pace of change.

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Session 4: Planning a scheme of work

90 minutes

Objectives

- To develop understanding of the renewed Framework as a tool for supporting effective planning
- To understand how the renewed Framework and APP work together to support planning that helps all pupils make good progress
- To gain practical experience of the process of planning alongside the renewed Framework
- To reflect on current practice and consider priorities for your department

Outcomes

- Subject leaders understand how the renewed Framework can be used as a flexible planning tool for designing challenging learning experiences for all
- Subject leaders are equipped to train their departments in the renewed Framework and to customise this training to the needs of their departments

Key messages

- The renewed Framework is a practical tool to support the planning of teaching and learning that helps all pupils make good progress
- The renewed Framework and APP play key and complementary roles in the ongoing process of planning for progression
- The revision of English departments' curriculum planning should be undertaken in the light of a process that reviews the effectiveness of current planning and should be focused on the priority areas that emerge from this process

Resources

- PowerPoint presentation: **The Framework for secondary English – renewal and progression: Planning a scheme of work**
- Copies of new programmes of study (on CD-ROM) and the renewed Framework
- **Handout 4.1: How well are we achieving our aims?**
- **Handout 4.2: Planning flow chart**
- **Handout 4.3: *Skellig* medium-term unit plan**
- Year 7 unit of work (preferably from the autumn term) per participant*
- Current Year 7 scheme of work (for the autumn term or for the whole year)*
- Spare copies of Year 7 medium-term plans

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- **Handout 4.4: Medium-term planning template**
- **Handout 4.5: Planning reflection sheet for subject leaders**
- **Handout 4.6: Departmental follow-up sheet**
- QCA case studies
- Sticky notes
- Flip chart and pens

*Pre-course task

Participants should be asked in advance of the session to bring with them a current Year 7 unit of work (preferably from the autumn term) and the current Year 7 scheme of work for the autumn term or for the whole year. They will need to use these materials during session 4.

Note: It is advisable for the organisers of this training to have such materials on standby.

Outline of session

Section/task/activity	Activity type	Time needed
1. Effective medium-term planning	Discussion	15 minutes
2. How the renewed Framework can support different approaches to planning	Analysis and joint planning	55 minutes
3. Reflections and implications for departments	Reflection and individual planning time	20 minutes

Note that the timings for sections 2 and 3 of this session are flexible.

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1 Effective medium-term planning 15 minutes

Show **slides 4.1, 4.2 and 4.3** introducing the session, its objectives and outcomes for this session. Explain that this session will provide opportunities for subject leaders to reflect on the quality of planning in their departments and to identify areas of strength in learning and teaching and also areas that are priorities for their departments. They will begin to plan a follow-up session with members of their departments to address these priority areas.

Distribute **handout 4.1: How well are we achieving our aims?** Ask participants to discuss in table groups the following two questions and to record key points from their discussions on the handout:

- What makes a good medium-term plan?
- In the light of the new developments covered in earlier sessions today, how might our current planning need to be reviewed and revised?

Take some feedback on the two questions and build on a flip chart a list of key points that arise. Ensure the following good practice points are covered as these points can usefully be returned to throughout the remainder of the session:

Characteristics of effective medium-term planning

The planning:

- is clearly focused around suitable objectives or aspects of progression and assessment outcomes
- links to a long-term plan which envisages two levels of progress for all pupils across a key stage
- identifies strategies and activities that will support pupils in working towards these objectives and outcomes
- presents strategies and activities in a meaningful sequence for learning and teaching
- puts learning in a meaningful context for pupils
- makes close reference to appropriate texts and resources
- is adaptable to the needs of particular groups and individual pupils
- can be improved and refined over time
- provides planned opportunities to develop pupils' experience and understanding of key concepts
- prompts feedback (e.g. from assessment, lesson observations, pupil interviews) indicating that the unit is both effective and engaging.

You may also find it useful at this point to refer to the grid below where there are any confusions or discrepancies among the participants regarding key stage planning terms.

Long-term plan	→	scheme of work for year or key stage
Medium-term plan	→	unit plan
Short-term plan	→	lesson plan

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2 How the renewed Framework can support different approaches to planning 55 minutes

- Show **slide 4.4: A process for reviewing your planning,** which shows four steps of a suggested process for reviewing planning in the department and for using the new English programmes of study and the renewed Framework for English to support this process. A key message here is that planning does not come at the beginning of this process because planning will already be in place in participants' departments. The aim of this process is to review the quality and effectiveness of existing planning and to make changes accordingly, supported by the new curriculum guidance, the programmes of study and the Framework.
- Now distribute **handout 4.2: Planning flow chart**, which works through this process in more depth. 'Walk' participants through the process, using the notes for presenters in the right-hand column of the following table to support you as you do so. Make links between the described process and the design of today's training, which has been built around the same structure.

Step in process		Notes for presenters
1	Familiarisation	The aim of the meeting today has been to familiarise participants with the new secondary curriculum – in particular the new programmes of study and the renewed English Framework.
2	Review	Participants have been asked to bring along a Year 7 unit of work and also the scheme of work for Year 7 (for the autumn term at least). These materials will be of use in this session (session 4) as participants are encouraged to reflect on their current departmental plans and consider priorities for action.
3	Planning	The rest of this session will focus mainly on this stage in the process. We will review and revise existing units and begin to devise new ones, focusing on the good-practice principles for medium-term planning that we have already identified relating to selecting and combining suitable, challenging objectives for all and placing learning in a meaningful context.
4	Pulling it all together	We will spend a few minutes at the end of this session reminding ourselves of some of the factors involved in moving from an effective plan to an effective series of lessons that support engagement and progress at or above expected rates (two sub levels of progress per year).

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Planning

1 Adapting an existing unit plan

- Remind participants of the principles of effective medium-term planning which they collectively drew up in the first activity of this session. (Later on, they will be reviewing the planning they do in the next part of this session in the light of these principles.)
- Distribute **handout 4.3: *Skellig* medium-term unit plan**, which shows a Year 7 unit plan for *Skellig* (taken from the original Framework for teaching English: Years 7, 8 and 9). Referring again to the principles of effective medium-term planning, model for the group how you might approach reviewing this scheme of work by 'thinking aloud' about possible changes.
  - Show **slide 4.5: Adapting an existing plan** in stages, which reveals a series of annotations to accompany these comments (see Issues raised column in the table below).
  - Refer also to the possibilities offered by the renewed Framework for improving the plan (see Suggested improvements column in the table below).

Issues raised	Suggested improvements
Too many objectives listed.	Reduce number of skill areas to be taught.
No information given about where this unit belongs in English curriculum and in pupils' journey of progression over a key stage.	Refer to the key concepts that are foregrounded and embedded in the teaching and learning of this unit. Ensure long-term planning maps pupils' learning in this unit in relation to expected rates of progress over key stage
Insufficient detail about focuses for teaching.	Add more description of learning that will take place, of activities and strategies to be used and of context for that learning.
No reference to the need to support students at different levels of attainment to make progress, nor of how materials might be personalised to meet this range of needs.	Include progression substrands in medium-term planning which connect to a range of objectives relevant for students of differing ability. (Specific objectives to be featured in more detailed lesson plans.)
Assessment pieces asterisked but how will they be assessed and what will they be assessed for?	Make explicit links to relevant APP assessment criteria.

- Spend a few minutes focusing on this last point about the role of APP in planning and show **slides 4.6 and 4.7** to support you in doing so. The key message to stress at this point is that together the renewed Framework and APP support sharp, focused and regularly reviewed planning for progression and personalization of learning to ensure that all pupils make good progress in English over time.
- **slide 4.6: Planning for progression with the Framework and APP** shows the key and complementary roles played by both APP and the Framework in the **ongoing process of effective planning for progression**. Take participants through this slide beginning at the top but emphasise that it depicts a cyclical process. Ensure that you cover the following points as you work through the slide.

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- **Pupils' work assessed using APP** This could be assessment of ongoing work or of APP tasks or a combination of the two.
- **Formative and summative information gathered** APP will provide teachers with both formative information (strengths and weaknesses) and summative information (standardised levels).
- **Curricular targets set** It is important that pupils as well as teachers are well aware of these targets and of how they can be reached.
- **Links made to relevant Framework objectives** The Framework provides teachers with pertinent learning objectives to support pupils in making progress in these target areas. Units can then be developed or amended focusing on these objectives.
- **Planning and teaching revised or new units** Following the planning and teaching of a revised or new unit, a further round of APP assessments will give a teacher feedback on the progress made by pupils, (i.e. the process begins again).

Slide 4.7: Using information from assessments to improve teaching and learning goes into more detail about how the information gathered from regular APP assessments can be used to inform the planning process in a number of ways.

- First row: Additional support and intervention can be put in place for particular pupils who are falling behind (identified by pupil tracking and then by analysis of individual pupils' APP assessment guidelines sheets).
- Second row: Units of work can be modified in the light of common weaknesses across a cohort (identified by analysis of pupils' APP assessment guidelines sheets across cohort).
- Third row: Units of work can be modified in the light of gaps in teaching and learning (identified by ticking of 'Insufficient evidence' box against particular AFs on APP assessment guidelines sheets across a cohort).

Ask participants to spend around 5 minutes reflecting on the unit plan they have brought with them and annotating it, adding sticky notes or making notes on a separate sheet of paper with suggestions for changes they might like to make. If they have time, they might refer to the programmes of study and Framework to start to make some of these changes. After 5 minutes, ask participants to share their plans and suggestions with another participant.

Before moving on, directly address the role of the key concepts in planning. Ask participants to refer back to the key concepts (first explored in session 2) and to consider which key concept or concepts are developed in the unit they are revising. Participants should discuss on their tables how the concepts they have identified could be actively and explicitly drawn out in the teaching of this unit, (e.g. at the beginning of the unit, pupils are encouraged to make conceptual links between the present unit and units previously studied).

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2 Writing a new unit plan

Ask participants what are the factors that lead to a departmental decision for new units to be written. For just a minute or two, ask a few colleagues to share some of the benefits and drawbacks of writing new units. Conclude this brief discussion by saying that collaborative planning is an extremely worthwhile activity in terms of team building and sharing good practice. However, since it is time-consuming, it is important to take a strategic view as to your department's priority areas in terms of curriculum development and to be aware of National Curriculum developments and their implications for your school and your department.

In pairs, ask participants to spend around 10 minutes developing an idea for a new Year 7 unit of work. It might, for example, be designed around an aspect of the curriculum that pupils often struggle with or an idea for a unit to replace an existing unit, e.g. a new class novel that the department has recently purchased. Participants should enter their ideas on to **handout 4.4: Medium-term planning template**. Stress that handout 4.4 is only one way of laying out a medium-term plan but draw attention to several of its useful features (e.g. space to write a short 'Overview of unit', list of 'Key concepts' and space to highlight concepts explored in this unit).

If there is time, ask one or two pairs to share with the group their ideas for a new unit. As part of this feedback, ensure that pairs explain which key concept or concepts they feel their unit foregrounds in particular and any ideas they may have for how this could be drawn out in the activities and strategies chosen. In summing up, suggest that identifying the key concept or concepts for a particular unit is an essential step in the planning process as this creates the 'big picture' for learning. The key concepts then inform the key processes/Framework objectives that need to be taught and learned.

Finally, return again to the 'Characteristics of effective medium-term planning' that participants contributed earlier in the session and that were recorded on a flip chart page or pages. Say these characteristics support self-evaluation in planning both when adapting existing units and when producing new units.

Pulling it all together

End this part of the session by spending 5 minutes on the last part of the flow chart – 'Pulling it all together'. Reveal **slide 4.8: Pulling it all together**, which shows a number of subheadings grouped under the heading 'Pulling it all together'.

Flexibility: Explain that once you have a clear focus and structure for a unit, it is important to bear in mind that it also needs to be used *flexibly*. Teachers need to be able to adapt a unit to meet the needs of different learners.

Assessment: Using APP, teachers can monitor pupils' progress via pupils' ongoing work. They can then use the information they gather from this process to inform their planning and teaching of the next units to be taught so that pupils' target areas are addressed. Tracking over time shows pupils' progress towards pupils' end of key stage targets and the need for additional interventions where appropriate.

Timing: The timing and sequencing of units across a term, year and key stage is clearly critical. It is vitally important to ensure that each pupils' progression is planned and sequenced logically, coherently, with plenty of variety and challenge.

Context: Show **slide 4.9: The importance of contexts for learning**, which is taken from session 2 and is shown again to remind participants of the importance of contextualising learning to make it meaningful and compelling. The renewed secondary Framework for English actively supports teachers in their endeavours to teach the objectives in a wide range of contexts. Show **slide 4.10: Making links**, which lists some of the fruitful links that can be made between:

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- one English unit and another
- English units and units from other subject areas
- English units and extra-curricular activities and major school events, (*e.g. sports day, work experience, visiting speaker)*
- English units and topical local, national or international issues and events, (*e.g. World Book Day, Olympics).*

If you have time, participants may wish to contribute examples from their schools where these kinds of link are already being made. QCA case studies could also be featured here to give some examples of curriculum opportunities in practice. There will be a further opportunity in the plenary to refer to the case studies on the QCA website.

3 Reflections and implications for departments 20 minutes

Explain that for the remainder of this session, participants will have the opportunity to focus on the quality and effectiveness of planning in their departments. They will also begin planning how they will follow up today's training with their departments back in school.

Distribute **handout 4.5: Planning reflection sheet for subject leaders**. Give participants 5 minutes to fill in this sheet and ask each participant to identify two areas of strength and two areas for development for their department. Ask participants to share their findings on their tables for 2 or 3 minutes.

The last 10 or so minutes of the session are a chance for participants to plan how they will follow up today's training back in school. Show **slide 4.4** again, showing the process they have followed today:

1 Familiarisation

2 Review

3 Planning

4 Pulling it all together.

Each participant should consider what are the key messages for the English department in which they work. **Handout 4.6: Departmental follow-up sheet** contains a suggested structure and some prompts which should support this process.

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Renewing the Framework for secondary English

Spring 2008 subject leader development meeting: Handouts for sessions 2, 3 and 4

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Learning objectives

1 Listening and responding 97
2 Speaking and presenting 99
3 Group discussion and interaction 101
4 Drama, role-play and performance 103
5 Reading for meaning: understanding and responding to print, electronic and multi-modal text 105
6 Understanding the author's craft 109
7 Composition: generating ideas, planning and drafting 113
8 Composition: shaping and constructing language for expression and effect 115
9 Conventions: drawing on conventions and structures 123
10 Exploring and analysing language 127

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Handout 2.1: Key concepts: what do these mean to you?

COMPETENCE	**CREATIVITY**
CULTURAL UNDERSTANDING	**CRITICAL UNDERSTANDING**

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Handout 2.2: Key concepts: key words from the programme of study

COMPETENCE	CREATIVITY
Accuracy Conventions Response and understanding Adaptability Communicative skills and strategies Judgement and appropriate choices Independence	Fresh, experimental, inventive and 'risky' Links and connections Finding solutions Developing ideas Playing and adapting Independence and interests
CULTURAL UNDERSTANDING	**CRITICAL UNDERSTANDING**
English literary heritage Important texts Texts and ideas from different cultures and traditions Language variation according to culture and place Understanding and engagement	Understanding, response and engagement Evaluating sources and their validity Understanding how meaning is shaped Exploring and developing ideas Challenging texts and ideas

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Handout 2.3 (1 of 2): New opportunities in English

This is a direct printout of the screens from the new National Curriculum website, English section.

The revised programme of study offers you many opportunities to refresh and renew your curriculum, making it broader and more relevant in ways that will inspire and engage learners. In addition to having separate programmes of study for Key Stages 3 and 4 to clarify progression and reduce repetition, some of the key themes that underpin the revisions include:

A curriculum for the 21st century

We live in a rapidly changing world and the revised programme of study is designed to equip learners with the skills they need to meet the challenges of the 21st century. As the workplace changes, young people will need to be increasingly flexible, adaptable and independent. By introducing the key concept of competence and embedding the functional skills standards, the programmes of study emphasise these qualities, and help pupils develop the skills needed to be successful and engage with the world beyond the classroom.

Many of the reading and writing skills we take for granted are being transformed by the internet and increasingly accessible digital technologies. The revisions take account of the impact of technology on the subject and include references to exploring how meaning is created in multimodal texts such as web pages.

More room for creativity

Creativity is a vital part of any curriculum, but it is an area that many feel needs to be represented more explicitly in the programmes of study. To address this, creativity is now one of the four key concepts that underpin English. Placing creativity at the heart of the English curriculum recognises the importance of engaging pupils' imagination and commitment. It provides opportunities for them to respond creatively in different contexts, play with language, make connections and develop new ways of thinking.

Exploring culture and identity

The study of English has always been a way of exploring the world around us and our place within it. Through the key concept of cultural understanding, pupils have greater opportunities to use their experience of literature and the variety of linguistic heritages that contribute to the richness of language to explore the culture of their society, the groups in which they participate and questions of local and national identity.

Building critical engagement

The increasing demands of an information-rich society mean that pupils must develop and use a wide range of techniques for testing the validity of what they read and are told. The revised programmes of study include the key concept of critical understanding. This provides opportunities to focus on a repertoire of critical and analytical skills that will allow pupils to become confident readers who can select and sift information thoughtfully and assess its provenance.

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Handout 2.3 (2 of 2): Crossing boundaries – making connections

Pupils are most motivated when they can see the relevance of what they are learning within and beyond school. The revisions give opportunities to make English more connected with the outside world and move beyond the classroom. This could be through contact with writers, actors and journalists and others whose 'business' is words. This can have a lasting impact on pupils' understanding of both the craft and the art of language. Another focus of the revised programmes of study, aimed at achieving a more outward-looking curriculum, is providing real audiences and contexts for writing and speaking beyond the classroom by making links with the local or global community.

The curriculum opportunities sections of the programmes of study also include working with other subjects. Encouraging pupils to make connections between the concepts and processes in different subjects helps to reinforce learning and broaden their thinking. It has a valuable role to play in creating a more integrated whole school curriculum and a more coherent learning experience.

Refreshing the reading curriculum

The range and content section for reading includes a new category of recommended authors under the heading 'contemporary writers'. This list has been extensively updated and revised to reflect the best writing for young people. This provides a good opportunity to look again at the authors studied and introduce some fresh texts.

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Handout 2.4: A time line for changes

Three different cohorts are followed through on a diagonal from their start in Year 7 (top row) following left to right to their end year in Year 11 (bottom row). The year groups most affected by the new programme of study are in the darkest shade. Planning for this year group only would allow for a phased implementation. Other, lighter shades could be included in evolving plans as the department chooses.

	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Year 7	Current KS3	**new KS3**					
Year 8	Current KS3	Current or new KS3	**new KS3**				
Year 9	Current KS3	Current or new KS3	Current or new KS3	**new KS3**			
Year 10	Current GCSEs	Current GCSEs	Current GCSEs	**Functional skills New GCSEs**	**Functional skills New GCSEs**		
Year 11	Current GCSEs	Current GCSEs	Current GCSEs	Current GCSEs	**Functional skills New GCSEs**	**Functional skills New GCSEs**	

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Handout 3.1: Planning for progression

What do I/we already do to secure progression across the key stages?	
How do the new PoS give opportunities for change in organising learning and enhancing progression?	
What are the challenges in planning for progression?	
How will the renewed Framework provide support in planning for progression?	

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Handout 3.2: The secondary Framework for English: overview of strands

Speaking and listening	1 Listening and responding
	2 Speaking and presenting
	3 Group discussion and interaction
	4 Drama, role-play and performance
Reading	5 Reading for meaning: understanding and responding to print, electronic and multi-modal texts
	6 Understanding the author's craft
Writing	7 Composition: generating ideas, planning and drafting
	8 Composition: shaping and constructing language for expression and effect
	9 Conventions: drawing on conventions and structures
Language	10 Exploring and analysing language

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Handout 3.3 (1 of 4): Substrands for 'washing line' activity

Copy, print, separate into strips and place in envelopes for distribution.

1 Speaking and listening substrand

tailor the structure and vocabulary of talk to clarify ideas
select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available
select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts
present or contribute to talk in clear, effective and significant ways in a range of contexts which demand the understanding and application of complex or challenging content
deploy a wide and sophisticated repertoire of skills and strategies in diverse environments, drawing on relevant resources to create clear, effective and powerful presentations or contributions to discussions

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Handout 3.3 (2 of 4): Substrands for 'washing line' activity

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2 Reading substrand

identify and understand the main ideas, viewpoints, themes and purposes in texts
trace the development of writers' ideas, viewpoints and themes in different texts
analyse a range of ideas and respond to differing viewpoints, purposes and themes in a variety of related texts
compare and contrast ideas, viewpoints, themes and purposes, both within a text and between texts
evaluate the ways in which ideas, viewpoints and themes in texts may be interpreted differently according to the perspective of the reader
compare, contrast and analyse in depth, with empathy and discrimination, the wide range of viewpoints and purposes in and between texts, and the range of perspectives of readers, writers and critics

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Handout 3.3 (3 of 4): Substrands for 'washing line' activity

Copy, print, separate into strips and place in envelopes for distribution.

3 Writing substrand

use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading
create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and by using strategies and resources to extend their available choices
select words carefully from within and beyond their own vocabulary, considering how their choices will create precise or more subtle meanings according to task, purpose and reader
shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers
exploit the full range, forms and combinations of vocabulary to create levels of meaning from the subtle to the more explicit in order to create particular effects according to task, audience and purpose
deploy a rich, varied and apt vocabulary, which demonstrates imagination and a sense of individual voice, in order to engage the reader and shape their response, while matching the demands and conventions of the text

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Handout 3.3 (4 of 4): Substrands for 'washing line' activity

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4 Language substrand

identify some of the changes that have happened in the English language over time
investigate texts from a range of historical periods to show how the English language has changed and varied over time
consider how and why the English language has developed as shown in texts from different historical periods up to the present day
recognise and analyse ways in which spoken and written language has evolved in response to changes in society and technology, and relate this to their own speaking, reading and writing
understand how the development of the English language relates to identity and cultural diversity, and relate this to their own speaking, reading and writing
examine and evaluate alternative interpretations and theories about language variation and change

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Handout 3.4: Progression, learning and assessment

National Strategy Frameworks and APP guidelines

The National Strategies publish Frameworks to support teaching and learning in key subjects. APP materials are also being completed for these subjects. This table clarifies the distinctions between the learning objectives of the Frameworks and the assessment guidelines of APP. The Frameworks are used as the basis of planning for teaching and learning and the APP Guidelines are used as the basis for assessing pupils' progress.

National Strategy Frameworks	APP Guidelines
Based on the statutory programme of study for the subject, each Framework sets out in detail the learning objectives which form the basis for teachers' medium- and short-term planning. They seek to identify progression in the curriculum.	Based on the statutory level descriptions for the subject, the criteria which are set out in the APP describe the characteristic performance of pupils at each level within key aspects of the subject (assessment focuses).
The Framework objectives are the principal reference point for planning full curriculum coverage of a subject.	The APP guidelines give teachers a basis for periodically considering the available evidence and judging how well pupils have succeeded across the subject as a whole.
While schools and teachers are free to plan a curriculum which will engage their particular learners, the Frameworks specify what needs to be covered within the teaching of a specific subject.	APP criteria are sufficiently broad to allow a wide range of evidence to be taken into account. Much of this derives from classroom teaching of the subject but evidence can be drawn from other subjects and from pupils' learning beyond the school.
Framework learning objectives are presented within strands; teachers can use the curriculum progression within these strands to determine the appropriate pitch of the work for pupils of different abilities in the class.	The assessment focuses provide a structure for looking at the evidence of pupils' learning. They are relatively few in number and they focus on significant aspects of performance in the subject.
Framework learning objectives set out in reasonable detail the knowledge, skills and understanding which need to be acquired in that subject across a period of time.	APP criteria generally describe a small number of features of pupils' work or learning which are characteristic of their independent performance at each level in each assessment focus.
Clarity about the objectives of specific teaching gives pupils a greater sense of purpose and direction. It also provides a strong basis for immediate feedback to the pupil in the specific context of the teaching and learning.	Use of the APP criteria gives teachers and pupils a broader view of learning across the whole subject over a period of time (typically over a term or half-year) and across different contexts.
The learning objectives represent the basis of a curriculum experience for every learner; teachers will organise and present them in a variety of ways and pupils in all types of settings will engage with them differentially.	APP criteria are predicated on pupils of all abilities having access to the full curriculum; they allow the variation in pupils' responses to be assessed periodically and they help teachers identify where more work is required in day-to-day learning and teaching and where medium-term planning needs to be adjusted.

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Handout 3.5 (1 of 6): APP and Framework overview grid

The chart shows proposed links between the Framework strands and APP assessment focuses (AFs), which will be available through the online interactive planning tool.

The links between the Framework strands and the AFs are in draft form and indicate suggested not definitive connections.

The strands within the Framework are complementary and in practice will be used in combination in an integrated approach to teaching and learning English. So it is likely that AFs will often be used in conjunction; for instance Reading AF5 (suggested as a link to Reading 6.2) could be drawn upon when assessing Writing AF3 (suggested as a link to Writing 8.2).

Speaking and listening

Pupils will explore, develop and respond to a range of skills and strategies, in a variety of contexts, adapting language according to task, audience and purpose.	
1 Listening and responding	
	1.1 Developing active listening skills and strategies **Speaking and listening AF1, AF2, AF6**
	1.2 Understanding and responding to what speakers say in formal and informal contexts **Speaking and listening AF1, AF2, AF6**
2 Speaking and presenting	
	2.1 Developing and adapting speaking skills and strategies in formal and informal contexts **Speaking and listening AF1, AF3, AF4**
	2.2 Using and adapting the conventions and forms of spoken texts **Speaking and listening AF1, AF3, AF6**
3 Group discussion and interaction	
	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts **Speaking and listening AF1, AF3, AF4, AF6**

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Handout 3.5 (2 of 6): APP and Framework overview grid

	3.2 Taking roles in group discussion **Speaking and listening AF2, AF4, AF5** Note: Although AF5 refers specifically to roles in drama, there will be situations when pupils take on dramatic roles as part of discussion of non-drama specific subject matter.
4 Drama, role-play and performance	
	4.1 Using different dramatic approaches to explore ideas, texts and issues **Speaking and listening AF1, AF2, AF4, AF5**
	4.2 Developing, adapting and responding to dramatic techniques, conventions and styles **Speaking and listening AF1, AF2, AF4, AF5** Note: there will be opportunities to periodically assess in ways that touch on AF3, but as the focus is more on dramatic techniques here, the related AF5 seems a more likely outcome.

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Handout 3.5 (3 of 6): APP and Framework overview grid

Reading

Pupils will engage with, and respond to, a rich variety of print, electronic and multi-modal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written.	
5 Reading for meaning: understanding and responding to print, electronic and multi-modal texts	
	5.1 Developing and adapting active reading skills and strategies **Reading AF2 and AF3**
	5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts **Reading AF2, AF3 and AF6**
	5.3 Reading and engaging with a wide and varied range of texts **Reading AF6 and AF7**
6 Understanding the author's craft	
	6.1 Relating texts to the social, historical and cultural contexts in which they were written **Reading AF7**
	6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning **Reading AF5**
	6.3 Analysing writers' use of organisation, structure, layout and presentation **Reading AF4**

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Handout 3.5 (4 of 6): APP and Framework overview grid

Writing

Pupils will write a wide range of texts on paper and on screen for different purposes and audiences, adapting features and techniques to create a range of effects and impact.	
7 Composition: generating ideas, planning and drafting	
	7.1 Generating ideas, planning and drafting **Writing AF1, AF2, AF3** Note: there is no specific reference to planning/generating ideas in these three AFs, but the sorts of activities arising from the planning process – such as drawing on conventions – and the 'selection of forms' and 'familiarity with conventions' – both AF1 and 2 – suggests this could be assessed at the planning stage.
	7.2 Using and adapting the conventions and forms of texts on paper and on screen **Writing AF2**
8 Composition: shaping and constructing language for expression and effect	
	8.1 Developing viewpoint, voice and ideas **Writing AF1 and AF2**
	8.2 Varying sentences and punctuation for clarity and effect **Writing AF3, AF5 and AF6**
	8.3 Improving vocabulary for precision and impact **Writing AF7**
	8.4 Developing varied linguistic and literary techniques **Writing AF1, AF2, AF3** Note: none of these AFs use this specific wording but learning in this substrand is likely to lead to assessment opportunities in AFs 1, 2 and 3, for example in AF3 – a 'variety of devices position the reader' – level 7.
	8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen **Writing AF3 and AF4**

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Handout 3.5 (5 of 6): APP and Framework overview grid

	8.6 Developing and using editing and proofreading skills on paper and on screen The whole of APP used to address this process – no specific AF; this is part of a process.
9 Conventions: drawing on conventions and structures	
	9.1 Using the conventions of standard English **Writing AF2, AF3, AF4, AF5, AF6**
	9.2 Using grammar accurately and appropriately **Writing AF2, AF3, AF4, AF5, AF6**
	9.3 Reviewing spelling and increasing knowledge of word derivations, patterns and families **Writing AF8**

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Handout 3.5 (6 of 6): APP and Framework overview grid

Language

Pupils will explore the significance of English and the variations in its use and development, and comment on how language is used across a variety of contexts and situations.	
10 Exploring and analysing language	
	10.1 Exploring language variation and development according to time, place, culture, society and technology **Reading AF5 and AF7** **Speaking and listening AF2, AF4, AF6**
	10.2 Commenting on language use **Reading AF5, AF6, AF7** **Speaking and listening AF2, AF4, AF6** Note: both 10.1 and 10.2 would allow deployment of all reading AFs in the process of exploring these areas, so the ones indicated are shown as 'best fit' rather than the 'only' fit. This may also be the case for Speaking and listening although, clearly, AF6 is directly related to this study.

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Handout 3.6: Supporting departments in planning for progression

Planning across the key stages

- The layout and structure of the Framework gives an 'at-a-glance' view of progression across any one strand or substrand.
- The 'touchstone' words and phrases associated with progression and the links to APP visible through the planning tool give specific direction in terms of teaching, learning and outcomes.

Supporting medium-term planning

- The flexibility of the tool to place substrands alongside each other allows for links across language modes to be created.
- The ability to export related objectives, strands and APP into planning templates will make planning more efficient and integrated.
- The links to support materials which can be drawn into schemes and units of work make the planning tool a 'one-stop shop'.
- The ability to view content by a single year and by strand or substrand across a range of years increases the range of options for planning.

Flexibility to support personalisation

The Framework can be more readily tailored to learners' needs through the ability to:

- shift APP statements across the years on screen as appropriate to a class, cohort, group or individual
- view a substrand across all years and APP levels and make a judgement about which pupils fit most appropriately under any one set of statements, for example in a Year 8 class:

Year 7	Year 8	Year 9
• **identify and understand** the main ideas, viewpoints themes and purposes in texts	• trace the **development** of writers' ideas, viewpoints and themes in **different texts**	• **analyse** a range of ideas and **respond to differing viewpoints**, purposes and themes in a variety of related texts
• Pupils A, C, E, G, I, J, K	• Pupils B, D, F, H, L, M	• Pupils N, O

Planning for extension and challenge

- Being able to see the 'full journey', sometimes as far as an extension objective, even from Year 7 or 8, can help broaden horizons in learning and raise aspirations.

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Handout 4.1: How well are we achieving our aims?

Questions for discussion

1 What makes a good medium-term plan?

2 In the light of the new developments covered in earlier sessions today, how might our current planning need to be reviewed and revised?

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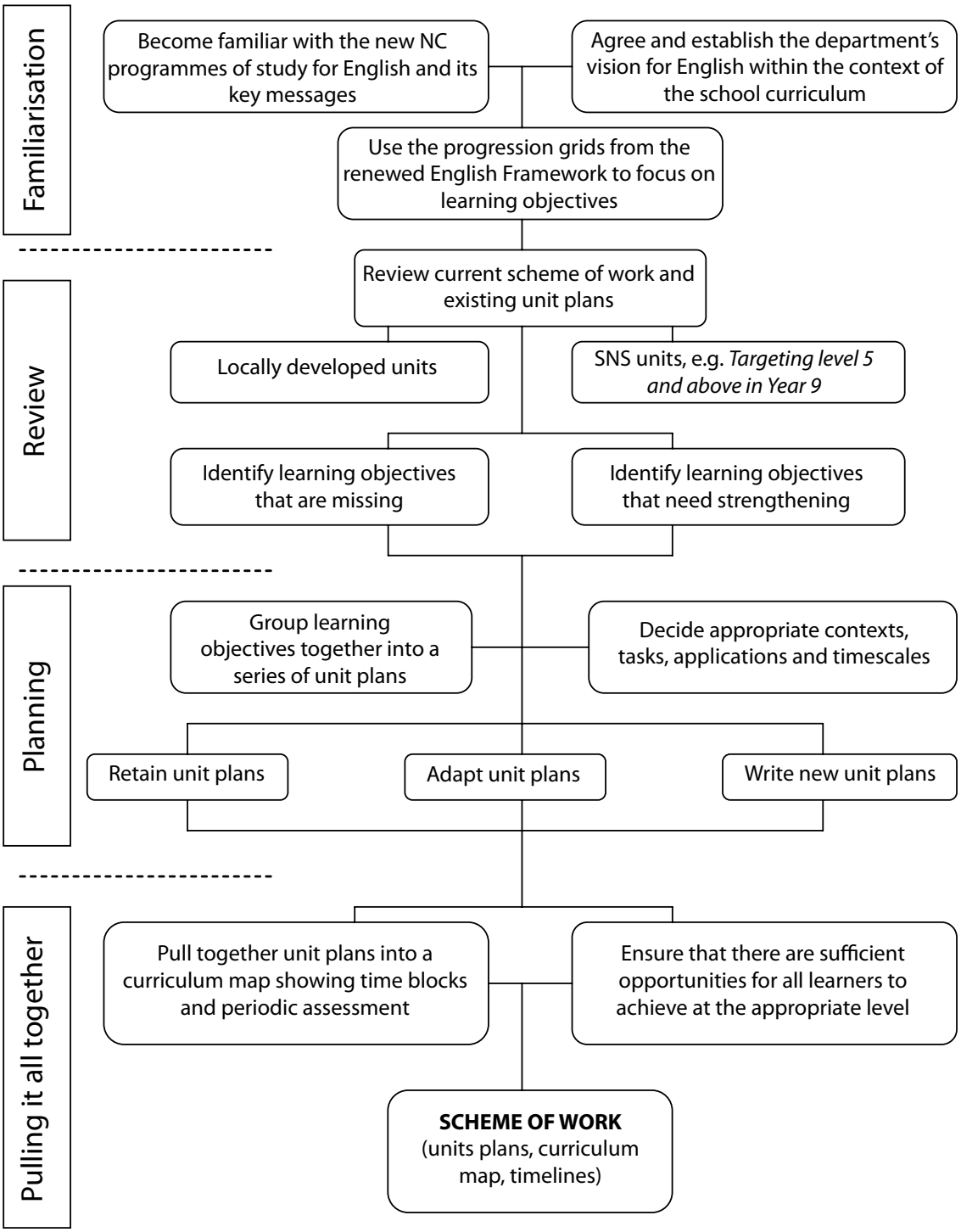
Handout 4.2: Planning flow chart



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Handout 4.3 (1 of 2): *Skellig* medium-term unit plan

Title of unit: *Skellig*			
Year: 7	**Term:** 3	**Duration:** 5 weeks	**Set:** Upper band

Objectives

Word

- W16 Word meaning in context

Sentence

- Sn2 Noun phrases

Reading

- R6 Active reading
- R8 Infer and deduce
- R12 Character, setting and mood
- R15 Endings

Writing

- Wr3 Exploratory writing
- Wr19 Write reflectively

Speaking and listening

- S&L12 Exploratory talk
- S&L16 Collaboration
- S&L14 Modify views
- S&L15 Explore in role

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Handout 4.3 (2 of 2): *Skellig* medium-term unit plan

Teaching sequence

Week 1:

Coverage: Chapters 1–6

Focus: First impressions and where they come from

Outcome: Establish journals

Week 2:

Coverage: Chapters 7–14

Focus: Characters, characterisation, dialogue

Outcome: Improvisation

Week 3:

Coverage: Chapters 15–22

Focus: Narrative technique

Outcome: Text marking for style and vocabulary

Week 4:

Coverage: Chapters 23–29

Focus: Inferred meaning and prediction

Outcome: Alternative ending

Week 5:

Coverage: Ending and overview

Focus: Endings, morals and messages

Outcome: Formal review

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Handout 4.4: Medium-term planning template

<table>
<tr><td>Title of unit:</td><td>Year:</td><td>Term:</td><td>Duration:</td></tr>
<tr><td colspan="4">Overview of unit:</td></tr>
<tr><td colspan="4">Cross-curricular/extra-curricular links:</td></tr>
<tr><td colspan="4">Key concepts:</td></tr>
<tr><td>Competence</td><td colspan="3"></td></tr>
<tr><td>Creativity</td><td colspan="3"></td></tr>
<tr><td>Cultural understanding</td><td colspan="3"></td></tr>
<tr><td>Critical understanding</td><td colspan="3"></td></tr>
<tr><td colspan="4">Progression substrands:</td></tr>
<tr><td colspan="2">Speaking and listening</td><td colspan="2">Reading</td></tr>
<tr><td colspan="2">Writing</td><td colspan="2">Language</td></tr>
<tr><td colspan="4">Texts and resources:</td></tr>
<tr><td colspan="2">Teaching strategies and activities:</td><td colspan="2">Assessment outcomes and criteria:</td></tr>
</table>

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Handout 4.5 (1 of 2): Planning reflection sheet for subject leaders

	Reflects current practice	Some further development required	Specific attention needed
The English curriculum			
The necessary learning objectives are covered appropriately in schemes of work.	❍	❍	❍
Additional learning needs are well provided for in schemes of work.	❍	❍	❍
Teaching and learning			
Teaching and resources promote learning and meet course requirements.	❍	❍	❍
Learning objectives are well-matched to pupils' attainment levels and target areas.	❍	❍	❍
Assessment			
Suitable and rigorous assessments are used for planning and monitoring learners' progress.	❍	❍	❍
Pupil self-assessment and peer assessment are regularly used.	❍	❍	❍

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Handout 4.5 (2 of 2): Planning reflection sheet for subject leaders

	Reflects current practice	Some further development required	Specific attention needed
Pupils' progress			
Learners progress well relative to their starting points and capabilities.	❍	❍	❍
Reviewing and improving schemes of work			
Schemes of work are scrutinised and evaluated to ensure that they focus on consistent and effective teaching and learning to meet the needs of all learners.	❍	❍	❍
Feedback is sought about lessons from a range of sources (e.g. interviews with pupils) and medium-term planning is reviewed in the light of these findings.	❍	❍	❍
Collaborative planning takes place to identify weaknesses identified by scrutinies and other forms of monitoring and evaluating.	❍	❍	❍

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Handout 4.6 (1 of 2): Departmental follow-up sheet

	Prompts for planning your session	**Your own planning notes for your session**
Possible starter activity	Discussion and feedback on question: What makes a good medium–term plan?	
Familiarisation	The new programmes of study – key changes The renewed Framework – key changes	
Review	● Pose question: In the light of these new developments, how might our current planning need to be reviewed and revised? ● What can be retained? What could be adapted? ● Writing new unit plans – priority areas for our department *Note: Use your reflection sheet (handout 4.5) to help you match this part of the training and the remainder of the session to the needs of your department).*	

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Handout 4.6 (2 of 2): Departmental follow-up sheet

	Prompts for planning your session	**Your own planning notes for your session**
Planning	• Adapting an existing unit of work – practical activity • Writing a new unit of work – practical activity *N.B. These activities may begin in your initial session with the department but you may wish to schedule further planning time and deadlines for in-depth collaborative work by department members on the actual adapting of existing units and writing of new units.*	
Pulling it all together	• Return to question: What makes a good medium-term plan? • What else could be added to this list? • Try to ensure that the following areas are covered: **flexibility, assessment, timing, context**	

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Lines of progression in English

Overview of strands

Speaking and listening	Pupils will explore, develop and respond to a range of skills and strategies, in a variety of contexts, adapting language according to task, audience and purpose.	
	Strands	**Substrands**
	1 Listening and responding	1.1 Developing active listening skills and strategies
		1.2 Understanding and responding to what speakers say in formal and informal contexts
	2 Speaking and presenting	2.1 Developing and adapting speaking skills and strategies in formal and informal contexts
		2.2 Using and adapting the conventions and forms of spoken texts
	3 Group discussion and interaction	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts
		3.2 Taking roles in group discussion
	4 Drama, role-play and performance	4.1 Using different dramatic approaches to explore ideas, texts and issues
		4.2 Developing, adapting and responding to dramatic techniques, conventions and styles

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Overview of strands **continues**

Reading	Pupils will engage with, and respond to, a rich variety of print, electronic and multi-modal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written.	
	5 Reading for meaning: understanding and responding to print, electronic and multi-modal texts	5.1 Developing and adapting active reading skills and strategies
		5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts
		5.3 Reading and engaging with a wide and varied range of texts
	6 Understanding the author's craft	6.1 Relating texts to the social, historical and cultural contexts in which they were written
		6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning
		6.3 Analysing writers' use of organisation, structure, layout and presentation
Writing	Pupils will write a wide range of texts on paper and on screen for different purposes and audiences, adapting features and techniques to create a range of effects and impact.	
	7 Composition: generating ideas, planning and drafting	7.1 Generating ideas, planning and drafting
		7.2 Using and adapting the conventions and forms of texts on paper and on screen
	8 Composition: shaping and constructing language for expression and effect	8.1 Developing viewpoint, voice and ideas

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Overview of strands **continues**

		8.2 Varying sentences and punctuation for clarity and effect
		8.3 Improving vocabulary for precision and impact
		8.4 Developing varied linguistic and literary techniques
		8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen
		8.6 Developing and using editing and proofreading skills on paper and on screen
	9 Conventions: drawing on conventions and structures	9.1 Using the conventions of standard English
		9.2 Using grammar accurately and appropriately
		9.3 Reviewing spelling and increasing knowledge of word derivations, patterns and families
Language	Pupils will explore the significance of English and the variations in its use and development, and comment on how language is used across a variety of contexts and situations.	
	10 Exploring and analysing language	10.1 Exploring language variation and development according to time, place, culture, society and technology
		10.2 Commenting on language use

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Learning objectives

Speaking and listening

Pupils will explore, develop and respond to a range of skills and strategies, in a variety of contexts, adapting language according to task, audience and purpose.

1 Listening and responding

1.1 Developing active listening skills and strategies

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers	● analyse and explain the effect of specific features of speech, the skills and strategies used by speakers, and identify areas for improvement	● respond to speakers, referring to skills, subject matter, context and the purpose of talk, and give detailed constructive feedback	● analyse and compare features of speech in a range of contexts and relate them to their own speech	● make informed judgements about the effects of features of speech, and apply this knowledge in a range of familiar and unfamiliar contexts	● draw on their understanding of the dynamic and influential nature of spoken language in a range of contexts, and how speakers deploy skills in inventive and original ways

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1.2 Listening and responding to what speakers say in formal and informal contexts

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● sift and summarise the most important points or key ideas from a talk or discussion	● interpret and make inferences from speech in a variety of contexts	● analyse the underlying themes or issues in a range of different contexts, identifying implied and explicit meanings	● compare, contrast and synthesise what they hear in different contexts, distinguishing between implied and explicit meanings and between key ideas and detail and illustration	● draw out implicit meanings, recognise nuances, make perceptive analysis and evaluate the validity of different interpretations of spoken texts	● draw on their understanding of the dynamic and influential nature of spoken language in a range of contexts, and how speakers deploy skills in inventive and original ways

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2 Speaking and presenting

2.1 Developing and adapting speaking skills and strategies in formal and informal contexts

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● tailor the structure and vocabulary of talk to clarify ideas	● select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available	● select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts	● present or contribute to talk in clear, effective and significant ways in a range of contexts which demand the understanding and application of complex or challenging content	● deploy a wide and sophisticated repertoire of skills and strategies in diverse environments, drawing on relevant resources to create clear, effective and powerful presentations or contributions to discussions	
● use some verbal and non-verbal techniques to make talk interesting for listeners	● engage listeners' attention and interest by using a range of different verbal and non-verbal techniques	● develop and choose effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners	● sustain the interest of listeners and influence their responses by selecting effective verbal and non-verbal techniques	● appeal to listeners, challenge their views and assumptions and provoke thought by selecting and deploying skills from a repertoire of verbal and non-verbal techniques	

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2.2 Using and adapting the conventions and forms of spoken texts

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● recognise different conventions and forms in speech	● make some appropriate selections from a range of conventions and forms in speech	● use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes	● choose from a repertoire of conventions and forms of spoken texts, and adapt them to achieve a range of planned effects in both familiar and unfamiliar contexts	● select from a broad repertoire of conventions and forms of spoken texts, and adapt them to achieve inventive and original effects in a range of familiar and unfamiliar contexts	
● use the main conventions of standard English when appropriate	● use standard English, adapting the level of formality to different situations	● use sustained standard English with the degree of formality suited to listeners and purpose	● use fluent, sustained standard English in a range of familiar and unfamiliar contexts and for a variety of purposes	● make judicious use of formal and informal registers and standard and non-standard English to achieve deliberate, planned effects	

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3 Group discussion and interaction

3.1 Developing and adapting discussion skills and strategies in formal and informal contexts

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● make clear and relevant contributions to group discussion	● make a sustained contribution to group discussion, and illustrate and explain their ideas	● recognise strengths and identify areas for development in their own and others' contributions	● compare and take account of different points of view in discussion	● evaluate alternative suggestions or interpretations and arrive at a considered viewpoint	● make influential and authoritative contributions to discussion, taking a range of roles, and reflect upon and build constructively on the comments of others, provoking thought and helping shape the progress of discussions
● help discussions succeed by acknowledging and responding to the contributions of others	● listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	● move a discussion forward by developing and drawing together ideas arising from discussion	● make appropriate judgements about when and how best to intervene or take a lead in discussion	● make independent judgements about when to negotiate, challenge, analyse or build on the contributions of others to complete tasks or reach consensus	

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3.2 Taking roles in group discussion

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● contribute to discussions in different ways such as promoting, opposing, exploring and questioning	● take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions	● choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions	● apply and adapt the skills required by a repertoire of roles in order to make sustained and relevant contributions and influence the outcomes of group discussions	● recognise the distinctive elements of the different roles in group discussion, and adapt them in inventive ways to influence or shape outcomes subtly or explicitly as the task demands	

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4 Drama, role-play and performance

4.1 Using different dramatic approaches to explore ideas, texts and issues

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● explore ideas, texts and issues through a variety of dramatic approaches and conventions	● use specific dramatic approaches and conventions in structured ways for effective exploration of ideas, texts, issues and themes	● use a wide variety of dramatic approaches and conventions to analyse complex and challenging ideas, issues, themes and texts	● compare, question and analyse complex and challenging ideas, texts, issues and themes by using a wide variety of dramatic approaches and conventions	● draw on a repertoire of dramatic approaches and conventions to pursue original and inventive lines of thought when exploring ideas, texts and issues, and transfer them to other ideas and texts	

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4.2 Developing, adapting and responding to dramatic techniques, conventions and styles

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• work on their own and with others to develop dramatic processes, narratives, performances or roles	• develop and sustain processes, narratives, performances and roles through the use of a variety of dramatic conventions, techniques and styles	• develop and sustain a variety of processes, narratives, performances and roles through the selection and adaptation of appropriate dramatic conventions, techniques and styles	• develop and sustain a variety of challenging and complex processes, narratives, performances or roles through the independent selection and adaptation of appropriate conventions, techniques and styles	• plan, develop and sustain a rich and original variety of challenging and complex dramatic processes, narratives, performances or roles and apply this learning in a wide variety of other contexts	
• comment on the effectiveness of the different dramatic conventions and techniques used	• evaluate the impact and effectiveness of a range of dramatic conventions and techniques	• analyse and explain, in and out of role, the use, impact and effect of different dramatic conventions and techniques	• analyse, compare, evaluate and exemplify, in and out of role, the different uses, intentions and impacts of particular dramatic conventions and techniques in a wide range of drama processes, texts or performances	• draw on their knowledge of a wide repertoire of dramatic conventions and techniques to analyse, evaluate and exemplify their impact and effect across a variety of processes, texts and performances and apply this learning with insight in a range of other contexts	

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Reading

Pupils will engage with, and respond to, a rich variety of print, electronic and multi-modal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written.

5 Reading for meaning: understanding and responding to print, electronic and multi-modal texts

5.1 Developing and adapting active reading skills and strategies

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● use skimming and scanning to locate the main points and relevant information from a text or source	● use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate	● select from a range of strategies the most appropriate ways to locate and retrieve information and ideas from a variety of texts	● choose information carefully from texts for specific tasks, taking account of the origin and purpose of the sources and knowing how to recognise bias and opinion	● read and compare texts and sources with insight into their context as well as their content, comparing and evaluating their validity and relevance for a range of tasks or purposes	● analyse, evaluate and compare the relevance, usefulness or significance of a range of sources of information obtained from research, and make discriminating choices about what to use

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5.1 Developing and adapting active reading skills and strategies (cont.)

● use inference and deduction to recognise implicit meanings at sentence and text level	● use inference and deduction to explore layers of meaning within a text	● use a repertoire of reading strategies to analyse and explore different layers of meaning within texts	● draw on a repertoire of reading strategies in order to analyse, compare and respond to layers of meaning, subtlety and allusion in texts	● select effectively and flexibly from a repertoire of reading strategies to analyse and explain layers of meaning, subtlety and allusion in and between increasingly challenging texts	● coordinate and combine a wide repertoire of reading strategies to develop subtle, original and inventive interpretations of a range of challenging texts
● make relevant notes when gathering ideas from texts	● make relevant notes when researching different sources, comparing and contrasting information	● make relevant notes in a range of formats and approaches when researching a variety of sources	● summarise and synthesise relevant information from a range of sources, selecting the most useful note form for the purpose	● summarise, synthesise and, where relevant, redraft information taken from a range of sources succinctly and appropriately for purpose	● demonstrate mastery of a wide range of research and note-making skills, using discrimination to evaluate and make appropriate selections from a variety of sources

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5.2 Understanding and responding to ideas, viewpoint, themes and purposes in texts

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• identify and understand the main ideas, viewpoints, themes and purposes in texts	• trace the development of writers' ideas, viewpoints and themes in different texts	• analyse a range of ideas and respond to differing viewpoints, purposes and themes in a variety of related texts	• compare and contrast ideas, viewpoints, purposes and themes, both within a text and between texts	• evaluate the ways in which ideas, viewpoints and themes in texts may be interpreted differently according to the perspective of the reader	• compare, contrast and analyse in depth, with empathy and discrimination, a wide range of viewpoints and purposes in and between texts, and the range of perspectives of readers, writers and critics
• make a personal response to a text and provide some textual reference in support	• respond to a text by making precise points and providing relevant evidence in support of those points	• build an interpretation of a whole text, recognising links between ideas, themes or characters and supporting points with precise evidence and explanation	• develop interpretations of texts, supporting points with detailed analysis of textual evidence	• develop and sustain independent interpretations of texts, making concise evaluative comments and supporting points with detailed textual reference and analysis	• produce original and sophisticated interpretations of texts in the form of cogent critical responses, demonstrating personal engagement and sustained critical judgement

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5.3 Reading and engaging with a wide and varied range of texts

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● make informed personal choices of texts and express their preferences	● broaden their experience of reading a wide range of texts and express their preferences and opinions	● discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations	● sustain and extend their personal reading, and make interesting comparisons and connections across a range of texts and writers	● make independent, informed judgements about a wide range of texts and writers, and articulate personal reading preferences and tastes	
● understand how readers choose and respond to texts	● explore how different audiences choose and respond to texts	● analyse how texts are shaped by audiences' preferences and opinions			

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6 Understanding the author's craft

6.1 Relating texts to the social, historical and cultural contexts in which they were written

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• understand the different ways in which texts can reflect their social, cultural and historical contexts and/or the literary traditions in which they were written	• understand and explore the concept of literary heritage, and why certain texts are important within it	• develop an informed understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions	• make connections and comparisons between texts that are different in time, culture and literary tradition	• analyse the values and assumptions of writers by drawing out connections and comparisons between texts	• demonstrate originality of analysis and interpretation when evaluating texts in context to produce critical comparisons of the moral, philosophical and social significance of texts from a range of cultures and times

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6.2 Analysing how writers' use of linguistic and literary features shapes and influences meaning

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● identify and describe the effect of writers' use of specific literary and grammatical features	● explore the range, variety and effect of literary, rhetorical and grammatical features used by writers of literary and non-literary texts	● analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects	● compare and contrast how writers use specific literary, rhetorical and grammatical features to shape meaning, and how techniques differ between different texts and writers	● analyse how specific literary, rhetorical and grammatical features shape meaning in implicit and explicit ways to create impact, and how techniques differ across a wide range of texts and writers	● make original, considered comments and demonstrate insight about a writer's inventiveness in using language for particular effects, and how this links to the overall purpose of the text
● recognise and comment on how writers' choices and techniques have an effect on readers	● recognise and comment on how writers' language choices contribute to the overall effect on readers	● consider the potential impact of language choices on different readers	● speculate on the potential impact of language choices on different readers	● evaluate the potential impact of language choices on different readers	

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6.3 Analysing writers' use of organisation, structure, layout and presentation

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● explore the range of different ways writers use layout, form and presentation in a variety of texts	● explain how specific choices and combinations of form, layout and presentation create particular effects	● analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes	● compare and contrast the effectiveness of a range of different forms, layouts and presentational choices made according to task, audience and purpose	● make informed, independent judgements about how writers' specific form, layout and presentational choices shape meaning, and how techniques differ across a wide range of texts and writers	● make original, considered comments, demonstrating insight about a writer's inventiveness in their use of form, structure, organisation, layout and presentation for particular effects, and how this links to the overall purpose of the text
● explore the variety and range of ways the content of texts can be organised and structured	● explain how specific structural and organisational choices in texts create particular effects	● analyse how meaning can be conveyed in different ways according to structural and organisational choices at sentence and text level	● compare and contrast how different writers shape texts through structure and organisation, and the effectiveness of their choices	● make detailed analysis of the ways writers manipulate and shape meaning, through a range of structures and organisations	

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Writing

Pupils will write a wide range of texts on paper and on screen for different purposes and audiences, adapting features and techniques to create a range of effects and impact.

7 Composition: generating ideas, planning and drafting

7.1 Generating ideas, planning and drafting

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● develop different ways of generating, organising and shaping ideas, and choose from a range of planning formats	● explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning their writing	● increase the effectiveness and individuality of their writing, linking their selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience	● draw efficiently on and adapt a range of possible ways to generate, plan and shape ideas according to task, purpose and audience	● respond flexibly and imaginatively to a range of familiar and less familiar tasks and contexts for writing, selecting from and adapting appropriate forms and planning methods	● select from a wide repertoire of strategies and formats in order to plan both structure and content effectively and efficiently, reflecting awareness of purpose and audience

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7.2 Using and adapting the conventions and forms of texts on paper and on screen

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• draw on the conventions of written forms to plan writing and develop ideas to fit a specific task	• plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and conventions	• plan different types of writing and develop ideas by drawing on the ways in which forms and conventions can contribute to the overall impact and effectiveness of texts	• plan and write effectively, making well-judged choices and adaptations to suit particular tasks, purposes and audiences through their knowledge of a range of conventions and forms	• select from a wide range of conventions and forms, adapting or synthesising their distinctive features as appropriate to achieve particular effects and impact in their writing	• shape audience response by handling and planning content with inventiveness and originality, subtly exploiting or subverting the conventions of text types and genres for a range of effects and impact

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8 Composition: shaping and constructing language for expression and effect

8.1 Developing viewpoint, voice and ideas

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• develop character and voice in their own writing through their understanding of narrative voice in fiction	• draw on some techniques and devices used by writers in order to develop distinctive character and voice in their own fiction	• establish and sustain distinctive character, point of view and voice in their fiction writing by choosing from a wide range of techniques and devices used by writers	• develop and deploy a range of techniques in their fiction writing, based on their experience of other writers' work, to establish and sustain a distinctive use of character, point of view and voice	• engage the reader in a range of ways through their understanding and adaptation of fiction writers' different uses of narrative voice, point of view and character to achieve particular effects	• establish and sustain a mature and convincing authorial voice or character and point of view through the sophisticated and original handling of a repertoire of techniques, shaping and, where relevant, manipulating the reader's response in a range of ways

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8.1 Developing viewpoint, voice and ideas (cont.)

• develop their own viewpoint, drawing on evidence, opinions and the particular purpose of the task and their understanding of what a personal viewpoint is in non-fiction texts	• select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in their own non-fiction writing	• establish and sustain a clear and logical personal viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information, and other techniques used by writers to meet the purpose of the task	• use a range of techniques in their non-fiction writing, based on their experience of other writers' work, to establish and sustain a clear, logical, credible and distinctive viewpoint shaped specifically to task, audience and purpose	• use and adapt a wide range of techniques non-fiction writers use to establish and sustain clear, independent and credible viewpoints on complex subjects, shaped specifically to task, audience and purpose	• establish and sustain a mature and convincing viewpoint or perspective by drawing on a sophisticated and original repertoire of techniques to shape or manipulate the reader's response, when writing on complex and challenging subjects

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8.2 Varying sentences and punctuation for clarity and effect

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• use punctuation accurately to clarify meaning and create effects in clauses, sentences and when writing speech	• draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects	• deploy appropriately in their own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects	• shape and craft writing which draws on their understanding of how writers use punctuation as an integral and appropriate part of the intended effect, with clear consideration given to task, purpose and audience		
• vary sentence length and structure in order to provide appropriate detail, make clear the relationship between ideas, and create effects according to task, purpose and reader	• draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to clarify ideas and create a range of effects according to task, purpose and reader	• deploy appropriately in their own writing the range of sentence structures used by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader	• select from the wide range of sentence structures used by writers, and shape, craft and adapt them in their own writing for particular effect on a variety of audiences for different tasks and purposes	• shape, craft and adapt sentence structures, selecting from the wide repertoire of styles and types deployed by writers, and apply them accurately, creatively and appropriately to achieve impact and effect	• shape sentences in apt and accurate ways that demonstrate economy of expression and/or elaborate development as appropriate in order to create original and sophisticated effects and impact

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8.3 Improving vocabulary for precision and impact

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● use vocabulary precisely to clarify and extend meaning and create specific effects, drawing on their own word knowledge and a range of reference sources or other reading	● create considered and appropriate effects by drawing independently on the range and variety of their own vocabulary, and by using strategies and resources to extend their available choices	● select words carefully from within and beyond their own vocabulary, considering how their choices will create precise or more subtle meanings according to task, purpose and reader	● shape and affect the reader's response through conscious choices and in planned ways by selecting ambitiously from a wide and varied vocabulary for a range of tasks, purposes and readers	● exploit the full range, forms and combinations of vocabulary to create levels of meaning from the subtle to the more explicit in order to create particular effects according to task, audience and purpose	● deploy a rich, varied and apt vocabulary, which demonstrates imagination and a sense of individual voice, in order to engage the reader and shape their response, while matching the demands and conventions of the text

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8.4 Developing varied linguistic and literary techniques

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• develop in their own writing some of the key linguistic and literary techniques used by writers, and deploy them for deliberate effect on the reader	• draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in their own writing	• elicit a range of responses from the reader, having made a judgement about the effectiveness of specific linguistic and literary techniques in particular contexts or for specific tasks	• make appropriate and ambitious selections from a broad repertoire of linguistic and literary techniques to shape and affect the reader's response	• exploit the full repertoire of literary and linguistic techniques, combining and adapting them where appropriate to create specific planned effects in a wide range of forms and genres for a variety of audiences and purposes	• shape their writing in ambitious, inventive and original ways by exploiting the full repertoire of linguistic and literary techniques, adapting, manipulating and combining them for effect and impact

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8.5 Structuring, organising and presenting texts in a variety of forms on paper and on screen

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● make ideas and purpose clear by appropriate use of paragraphs and by choosing from a range of linking words and phrases	● use a range of cohesive devices with audience and purpose in mind, drawing on experience of how writers develop and connect ideas within and between paragraphs	● shape and craft language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind	● shape, craft and draw on a range of paragraph structures, links and combinations to convey ideas and achieve particular literary, transactional or rhetorical effects with purpose and audience in mind	● exploit the full range of structures, styles, links and combinations of paragraphs to achieve specific literary, transactional or rhetorical effects with a planned impact according to task, audience and purpose	● shape, craft and adapt form, layout, organisation and presentation in purposeful, creative, inventive and appropriate ways to achieve specific literary, transactional or rhetorical effects with a clear task, audience and purpose in mind
● shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively	● experiment with different ways of presenting texts, drawing on a range of modes, formats and media with the needs of the reader in mind	● use a range of text formats and layouts to create impact and engage the reader	● shape, craft and adapt the form, organisation, layout and presentation of their writing in a range of contexts, in ways that have a clear purpose and effect	● shape, craft and adapt form, organisation, layout and presentation in purposeful, creative and appropriate ways, maintaining a clear sense of purpose and effect	

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8.6 Developing and using editing and proofreading skills on paper and on screen

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• make improvements to a piece of writing as it progresses by developing techniques for editing, proofreading and making revisions	• apply skills in editing and proofreading in a range of different texts and contexts, reviewing and revising writing as it progresses	• evaluate the effectiveness and likely impact on the reader of their writing by using the editing, proofreading and reviewing process, and revise as necessary	• review and revise writing successfully and independently, based on evaluation of their writing and careful consideration of the potential impact of any revisions on the reader	• review and revise their work when undertaking a range of written texts, including complex and challenging ones, with insight and independence, and make considered choices about content and structure, and their impact on the reader	• review and revise, with independence and insight, a range of complex and challenging texts, and make considered choices about overall content and structure, and their impact on the reader

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9 Conventions: drawing on conventions and structures

9.1 Using the conventions of standard English

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● understand the conventions of standard English and how to use them consistently in their writing	● understand the significance and importance of conventional standard English, the ways in which writers use non-standard forms in specific contexts for particular effects, and how to use standard and non-standard English when appropriate in their own writing	● write fluently and sustain standard English in wide and varied texts and contexts, and for a range of purposes and audiences	● write fluent, sustained standard English in a range of familiar and unfamiliar contexts, and for a variety of purposes and audiences		
● understand and use degrees of formality in a range of texts according to context, purpose and audience	● draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing	● understand the range of formal and informal styles used by writers, and ways to deploy them appropriately in their own writing to enhance and emphasise meaning and create a wide range of effects with task, purpose and reader in mind	● shape responses from readers appropriately by selecting formal and informal registers or standard and non-standard forms for precise and deliberate effects with task, purpose and reader in mind	● shape, craft and experiment with a range of appropriate standard and non-standard forms in order to achieve original and inventive effects and impact in a wide variety of texts	

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9.2 Using grammar accurately and appropriately

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● understand and use appropriately in their own writing the conventions of sentence grammar	● draw on their knowledge of grammatical conventions to write grammatically accurate texts that are appropriate to the task, audience and purpose	● understand the ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate in their own writing	● write complex, ambitious texts, maintaining accuracy and deploying a range of grammatical conventions appropriately, making conscious and purposeful adaptations to grammar for specific effect	● create and shape language ambitiously in their writing, maintaining accuracy, consciously drawing, if appropriate for audience and purpose, on some of the ways that grammar varies and is influenced by different contexts and cultures	● exploit a wide repertoire of grammatical constructions and conventions drawn from a range of influences, contexts and cultures, in order to write rich, original and ambitious texts while maintaining accuracy and achieving a planned impact

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9.3 Reviewing spelling and increasing knowledge of word derivations, patterns and families

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
• spell common words correctly	• spell most words correctly including some complex polysyllabic words and unfamiliar words	• spell correctly throughout a substantial text including ambitious or complex polysyllabic words	• review and revise spelling strategies for dealing with words in familiar and unfamiliar contexts or under time or other constraints	• review and revise spelling strategies for dealing with words in familiar and unfamiliar contexts, or when imaginative and ambitious choices are made, or under time or other constraints	
• increase knowledge of word families, roots, derivations, morphology and regular spelling patterns	• apply knowledge of spelling skills and strategies with increasing independence				

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Language

Pupils will explore the significance of English and the variations in its use and development, and comment on how language is used across a variety of contexts and situations.

10 Exploring and analysing language

10.1 Exploring language variation and development according to time, place, culture, society and technology

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● identify some of the ways in which spoken English varies in different regions and settings	● investigate spoken English from a range of regions and settings and explain how it varies	● consider how and why spoken English varies in a range of regions and cultural contexts	● analyse how and why spoken English varies locally and globally	● understand how regional and global variations in spoken English reflect and reinforce cultural identity and diversity	● examine and evaluate alternative interpretations and theories about language variation and change
● identify some of the changes that have happened in the English language over time	● investigate texts from a range of historical periods to show how the English language has changed and varied over time	● consider how and why the English language has developed as shown in texts from different historical periods up to the present day	● recognise and analyse ways in which spoken and written language has evolved in response to changes in society and technology, and relate this to their own speaking, reading and writing	● understand how the development of the English language relates to identity and cultural diversity, and relate this to their own speaking, reading and writing	

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10.2 Commenting on language use

Year 7	Year 8	Year 9	Year 10	Year 11	Extension
● describe and find examples of how language is used in different contexts	● explain some of the ways in which language varies according to different contexts	● analyse and exemplify the way that forms and varieties of English used by speakers and writers can be influenced by context and purpose	● compare, contrast and make observations about the way spoken language and written language are used across a wide range of contexts	● form independent views and theories about how spoken language and written language are used across a wide range of contexts and argue these views authoritatively	
● understand and make use of the most common terms used to describe language when referring to their own or others' language use	● explain how linguistic concepts are related, and use the terminology in ways that help them describe and review language use	● analyse a range of texts or language uses, drawing on terminology related to literary, linguistic and grammatical features	● draw on a wide repertoire of language terms, as appropriate, when comparing and contrasting texts, including their own	● select carefully from the full repertoire of language terminology to make precise analysis, communicate ideas effectively, and enhance critical exploration of a wide range of texts	

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